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ABSTRACT

This guide is aimed at persons concerned about quality postsecondary distributive education programs, specifically in Kansas. It provides guidelines for program organization and administration in community colleges and area vocational-technical schools. Section I presents general introductory information about postsecondary distributive education, including program characteristics in community colleges and a discussion of mid-management programs. Section II, program development, includes such topics as procedures for approval of postsecondary vocational programs and an explanation of the different types of instructional programs. Other sections include the following: program management (e.g., curriculum and articulation); advisory committees (e.g., teacher coordinator's role, a two-year program plan checklist); facilities, equipment, and resources (e.g., program needs, purposes of the distributive laboratory); instructional staff (e.g., instructor self-assessment); students (e.g., student recruitment, special needs students); cooperative work experience (e.g., training plans, group sponsor development); Distributive Education Clubs of America (e.g., marketing projects, advisors); evaluation, follow-up, and placement (e.g., basic evaluation outline); and program promotion and public relations (e.g., better speech techniques, accepting gifts and donations). A short bibliography concludes the guide. (CT)

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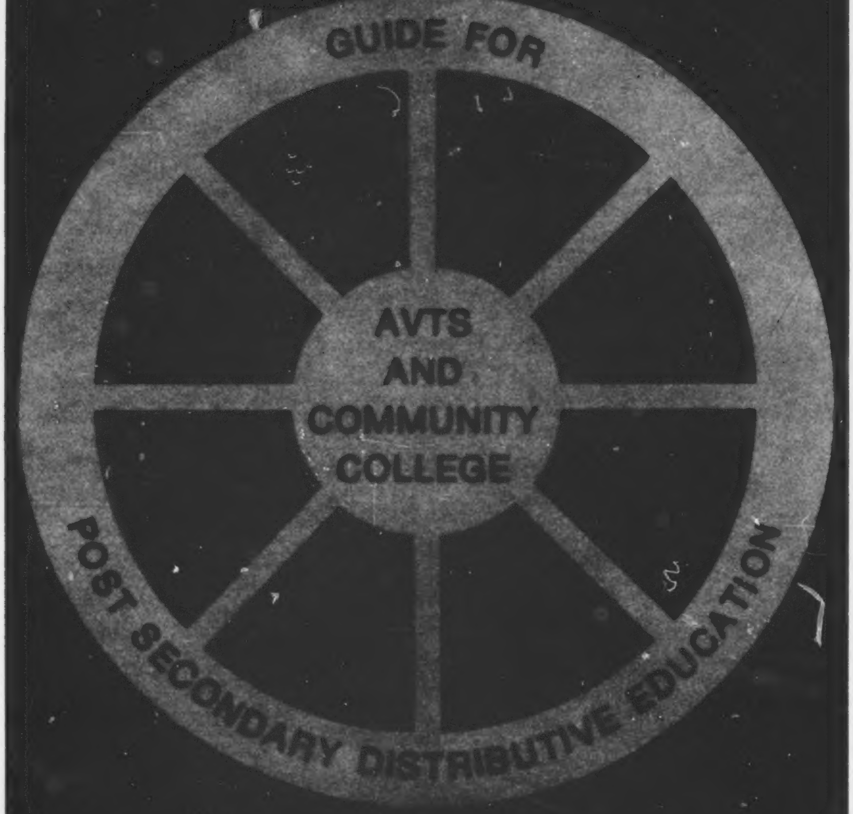

GUIDE FOR POST SECONDARY DISTRIBUTIVE EDUCATION

AVTS AND COMMUNITY COLLEGE

EDUCATION

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KANSAS POST-SECONDARY
DISTRIBUTIVE EDUCATION
GUIDE

1977

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FOREWORD

This guide has been written to benefit persons who are concerned about quality post-secondary distributive education programs in the State of Kansas. The thrust is to provide guidelines for program organization and administration in the state's community colleges and area vocational-technical schools.

In the initial stages of developing this guide, resources were obtained from many sources throughout the country. The author then visited several post-secondary programs in Kansas and other states. Ideas, forms, processes, and other relevant information obtained from these sources were utilized in compiling this guide. Every attempt is made to incorporate relevant material that will enhance the effectiveness of post-secondary distributive education program development and implementation in the State of Kansas.

This guide is not bound because the intent is to allow the users to add to or change material as often as necessary. In this way, the guide can be a useful, updated reference of ideas and suggestions that will help each school develop and implement the best possible distributive education program.

ACKNOWLEDGEMENTS

Many persons are responsible for the development of this document. Special thanks go to Dr. Ken Hoffman and Dr. Ira Martel, Emporia State University; and Harold Anglin and Don Strait, Kansas State Department of Education, for initiating and supporting this project; Pat Caruthers and Melva McDonald, graduate assistants at ESU who compiled information; Charles Self, ESU graduate assistant who proofread the copy and designed the cover, and the many teachers, coordinators, and administrators in the Kansas post-secondary institutions who took time to share their expertise and programs. Appreciation is also expressed to the persons outside the State of Kansas who gave time and materials to assist in this effort and to Betty DeVaul for her typing and proofreading of the copy.

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POST-SECONDARY DISTRIBUTIVE EDUCATION

INTRODUCTION

The information in this guide is directed toward programs in the area vocational-technical schools and community colleges. The principle factor used throughout the guide is the area of post-secondary program development and implementation. Except in the cases where AVTS and community college program information is distinctly identified, users of the guide will find that the suggestions provided may be applicable to both AVTS and community college distributive education programs. An important consideration is that the programs in the AVTS and community colleges offer what they purport to offer with the comprehensiveness, depth, and levels necessary to meet the needs of the students and communities.

DEFINITION

The Kansas State Department of Education defines the broad categories of adult vocational education and post-secondary vocational education as follows:

> Post-Secondary Vocational Education is vocational education designed primarily for youth or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market. Such vocational education may be provided in business or trade schools, technical institutes, vocational schools, departments of colleges and universities, junior or community colleges, other schools offering vocational education

> beyond grade twelve (12). Post-secondary vocational education may not be limited to the level beyond grade twelve (12) if the vocational needs of the persons to be served, particularly high school dropouts require a vocational education at a lower grade level. All students enrolled in these approved vocational education programs must have an occupational objective not considered to be professional or requiring a baccalaureate or higher degree. Regulations, Section 102, 4 (c) (2).
>
> Adult Vocational Education refers to those short term vocational programs on a part time basis designed to provide training or retraining to ensure stability or advancement in employment of persons who have already entered the labor market and who are either employed or seeking employment.

Post-secondary distributive education in Kansas is a program of occupational education designed to prepare persons for positions in the fields of marketing and distribution. The program provides vocational training at various levels of preparation including supervisory and managerial responsibilities found in retail, wholesale, and industrial types of businesses. Preparation is designed to meet the needs of students who are entering as well as advancing in their chosen marketing careers.

GOALS OF POST-SECONDARY DISTRIBUTIVE EDUCATION

1. To provide instruction in competencies in marketing and distribution functions.
2. To aid in the improvement of the techniques of management and marketing.
3. To develop an understanding of the civic, social, moral, and economic responsibilities of those engaged in marketing and distribution.
4. To prepare employees for gainful employment.
5. To prepare persons for advancement in the field.
6. To assist in the reduction of costs of distribution through increasing the efficiency of the employer and employee.
7. To prepare persons for entrepreneurship and aid persons who already are owners or operators of distributive businesses.
8. To allow the individual to develop the leadership qualities desired and needed in the occupation and in the other life roles.
9. To assist the student in personal development, career awareness, and exploration, and expansion of interests in related fields, the arts, humanities, science, and society.

BASIC BELIEFS CONCERNING DISTRIBUTIVE EDUCATION

1. That preparation for gainful employment and for advancement in a marketing occupation is the primary goal of the Distributive Education program.
2. That the Distributive Education program should engender an understanding and appreciation of the American free-enterprise system as a cornerstone of the American Democracy.
3. That the Distributive Education program should foster an awareness of the civic, social and moral responsibilities of business to society and promote the use of ethical standards in business.
4. That the Distributive Education program should stimulate the student's interest in his chosen occupational field by providing an understanding of the opportunities it offers to him to be a contributing member of society.
5. That the Distributive Education program should prepare distributive personnel to analyze consumer demand and to satisfy the needs and wants of consumers intelligently, efficiently, and pleasantly.
6. That the Distributive Education program should provide training that results in increased efficiency in the field of marketing.
7. That the Distributive Education program should contribute to the improvement of the competencies in marketing.
8. That the Distributive Education program should advance the objectives of the total educational program.

PROGRAM CHARACTERISTICS IN COMMUNITY COLLEGES

Education in marketing and distribution in the state community colleges includes similar characteristics as well as special features peculiar to an institution's own philosophic and community needs. The levels and degrees of preparation vary to include meeting above entry level through mid-management level needs of students. The structure and flexibility of distributive education at the community college allows persons to choose from a wide range of options that include courses in adult education, selected regular offerings, or comprehensive programs leading to an associate arts degree. Mid-management education maintains a primary marketing orientation although more consideration is being given to the service areas' needs that can be met by mid-management preparation. All of the characteristics that follow influence the objectives, organization, operation, and evaluation of post-secondary distributive education in the state.

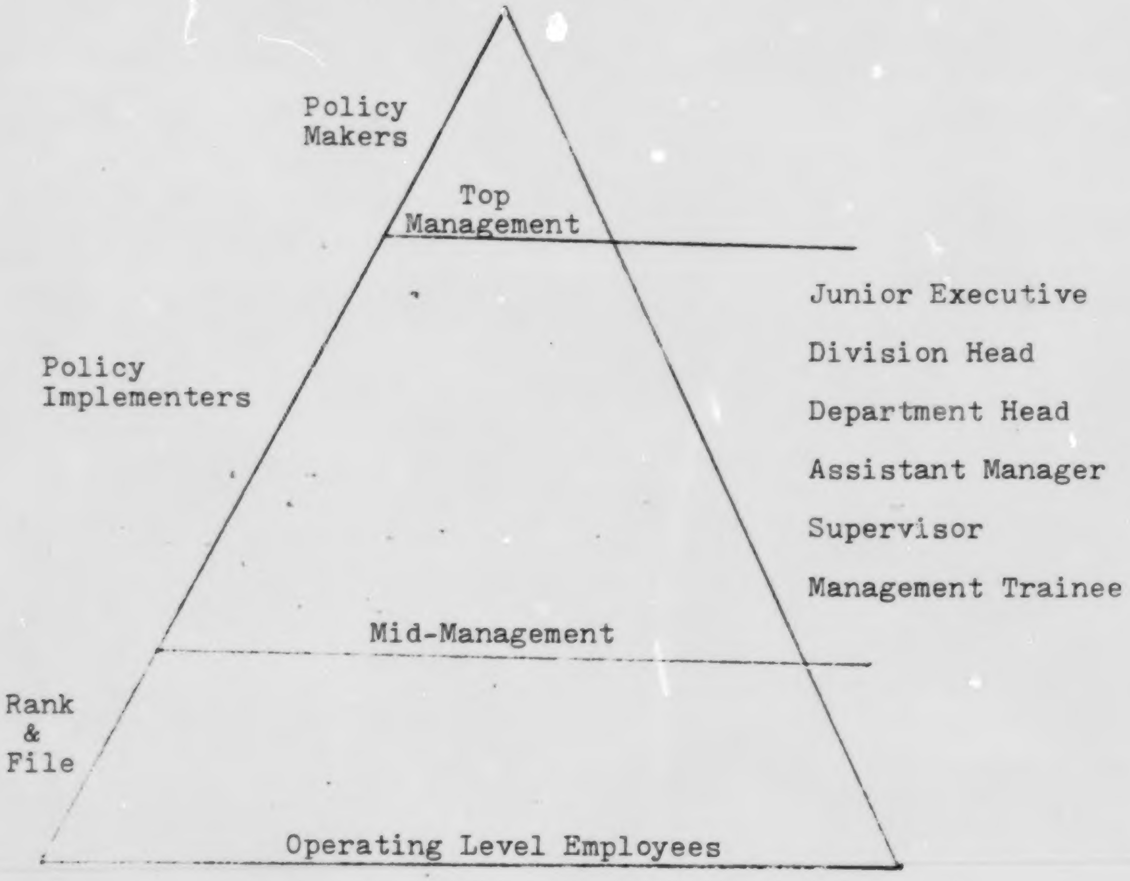
1. Vocational program of instruction providing instruction in management skills and marketing functions for persons seeking or having attained positions beyond those of entry level employment.
2. The two-year associate arts degree is given the prime emphasis in all programs.
3. Students of all ages beyond the high school level are served.
4. Most of the schools serve a student population from large rural geographic areas.
5. Cooperative work experience is a viable part of each program.

6. DECA is an integral part of the curriculum.
7. Program titles and descriptions vary, but the mid-management level of preparation is given prime emphasis in the two-year programs.
8. High standards are set for quality programs of instruction.
9. Instructors utilize the resources available in the community.
10. Advisory committees are organized and function in the total program.
11. A general approach is made in most programs. Specialization is attained primarily through cooperative work experience, especially in areas that cannot justify several specialized programs.
12. Individualized instruction is being utilized in varied degrees by the teacher-coordinators.
13. The curriculums are oriented to meet community and occupational needs.

MID-MANAGEMENT PROGRAMS

Mid-management includes those positions below top management and above entry level. Mid-management personnel usually have supervisory responsibilities and practice the management functions of planning, directing, coordinating, controlling, and innovating.

Mid-management distributive education can be specifically defined as programs of instruction combining classroom instruction with on-the-job cooperative work experience and the vocational student organization and being designed to develop competencies which enable men and women to function in marketing positions as supervisors, department division heads and other positions in business and industry.


Policy Makers
Top Management
Junior Executive
Division Head
Department Head
Assistant Manager
Supervisor
Management Trainee
Policy Implementers
Mid-Management
Rank & File
Operating Level Employees

POSITION OF MID-MANAGEMENT
IN THE MANAGEMENT HIERARCHY

PROGRAM CHARACTERISTICS IN THE AVTS

The area vocational-technical school provides the occupational training bridge between the high school and the labor market. It generally serves the training needs of more than one school district. The training emphasis is directed toward high-school-age adults with limited programs for adults; area vocational-technical schools emphasize post high school programs in the training of highly skilled workers, or craftsmen or technicians. In addition, these institutions provide for updating and upgrading the knowledge and the skills of persons out of high school who are already employed. The student will have acquired a higher competency upon completion of the program than is required for an entry-level occupation in distribution.

1. The student will have a salable skill and will be able to satisfactorily perform in a chosen career upon entering the world of work.
2. The student will be able to perform successfully in a marketing occupation.
3. The student will be able to perform merchandising activities in a marketing occupation.
4. The student will have acquired the necessary social skills.
5. The student will be able to communicate orally in a manner that is readily understood and acceptable to customers and associates.
6. The student will be able to communicate in writing in a manner that is readily understood and acceptable to customers and associates.

7. The student will be able to perform satisfactorily the mathematical computations that are necessary in a marketing occupation.

8. The student will be able to understand correctly the terminology used in a retail occupation.

9. The student will be able to understand and correctly use the terminology used in the field of marketing.

10. The student will know how to dress appropriately.

11. The student will have the opportunity to develop leadership qualities through his local chapter of the Distributive Education Clubs of America organization.

DISTRIBUTIVE EDUCATION PROGRAM COMPONENTS

The community college and AVTS programs are comprised of specific components or elements. These components are key factors to be considered in program planning, development, implementation, assessment, and evaluation. Reference should be made to these components on an individual basis and when combined, they represent a comprehensive distributive education program.

The program components that follow are listed in alphabetic order and are not necessarily in order of importance.

PROGRAM COMPONENTS

- Advisory Committee
- Articulation
- Cooperative Work Experience
- Curriculum
- DECA
- Evaluation
- Facilities, Equipment, and Resources
- Planning
- Program Design
- School and Community Relations
- Staffing

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TERMINOLOGY USED BY PLANNERS

It is essential that a hierarchy of terms be adopted for use in planning and communicating within the system. The first step toward failure of any planning effort is the assumption that everyone in the system knows what certain terms mean and that they can therefore be used to communicate essential information. A listing of such terms follows:

Program Planning Terms:

Mission - A statement which defines the role or purposes of the organization and identifies the educational products or services that will be produced.

Answers the question: "Why does this organization exist?"

Long-Range Goal - (5-year) A general statement that identifies and briefly describes a long-range target or anticipated outcome. It is established for use as a broad guide for actions to be taken in carrying out the mission of the organization.

Answers the question: "In general, what do we want to produce or accomplish over an extended period?"

Short-Range Goal - (1-year) A more specific statement of expected short-range accomplishment within the scope of a long-range goal. It describes a one-year accomplishment within a five-year goal. Several short-range goals for the same time period might be developed within the guidelines of a given long-range goal. Short-range goal statements contain more detail than those for long-range goals and often include limited expressions of quantity, quality, rate, level, time, or similar measurable or descriptive terms.

Answers the question: "Specifically where do we want to be in one year?"

Program - A general plan developed to serve as a guide for the actions necessary to reach a particular short-range goal. Program statements often define the roles of the various organizational sub-units and fix the responsibility for overall coordination. Information concerning the scope, timing, and broad strategy for reaching the goal should be included.

Answers the question: "How do we intend to proceed?"

Objective - Within each program, actions to be taken are divided into distinct groupings that constitute the major steps necessary to attain a short-range goal. These steps are identified and described in terms of the results or products that are desired from them. Such descriptions of intended results are known as statements of objectives. It is important that they be expressed in writing and that the criteria for measurement or observation of achievement be defined in order to insure accurate communication, to provide tangible indicators for assessing progress, and to provide a record for future reference. Objectives might be considered to be descriptions of the building blocks that will constitute the structure that we identify as a program.

Answers the question: "What results do we want from each major step?"

Activities - The actions necessary to attain an objective. The nature of the activities is suggested by the statement of objective, but the details are seldom expressed in writing. These details are ordinarily left to the discretion of the person given the responsibility for achieving an objective.

Answers the question: "What things must be done in order to achieve the desired result?"

SHORT AND LONG-RANGE PLANNING

The local planning process should center on the following questions.

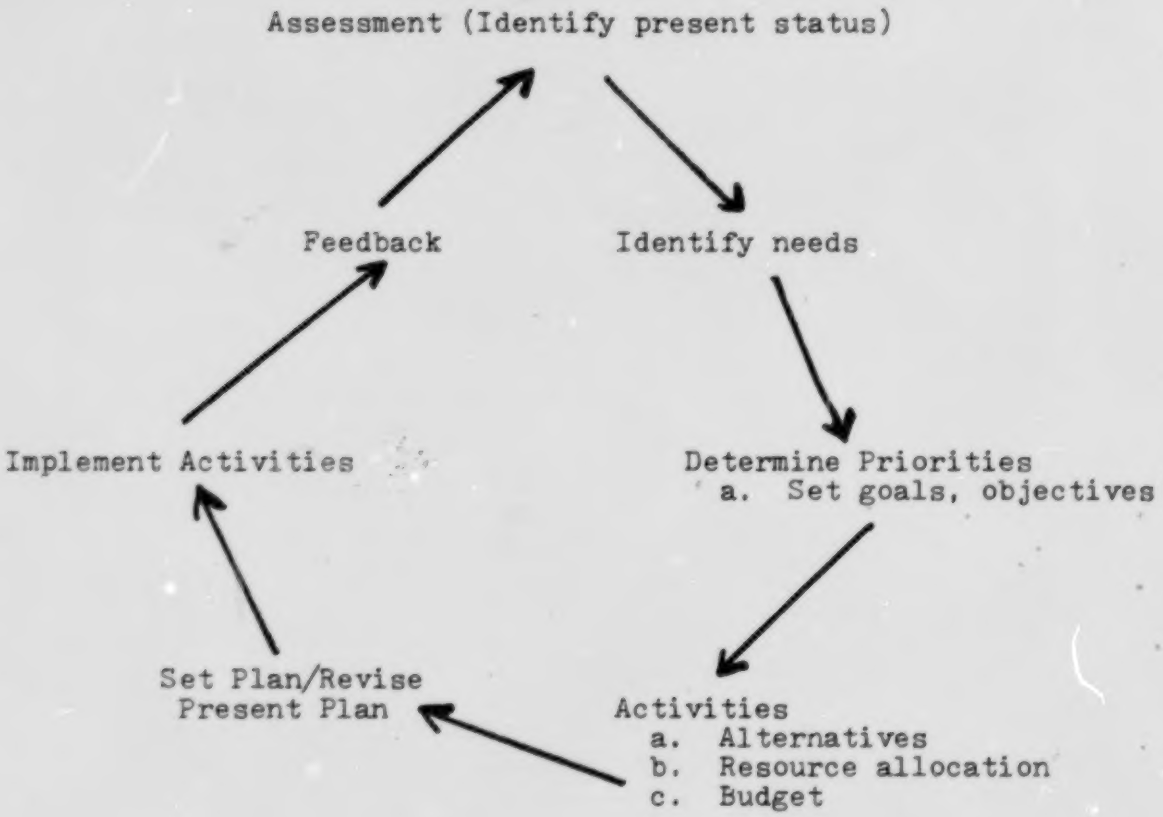
1. What is the present status of the program? Where are you and what do you have?
2. What are the needs of the program?
3. What are the priorities? What are the goals and objectives?
4. What activities are needed to achieve goals and objectives? What is the cost?
5. What is the plan to implement activities?
6. How and when will the plan be evaluated?

The following evaluation activities should be considered as input for short and long-range planning:

1. Employer follow-up survey
2. Student follow-up survey
3. Student evaluation of instruction
4. Assessment of student services
5. Assessment of instructional materials
6. Facilities and equipment assessment
7. Assessment of all program elements
8. Evaluation of the career information program
9. Assessment of instructional processes--competencies, objectives, materials, retrieval systems.
10. Assessment of disadvantaged and handicapped services
11. Cost/benefit analysis
12. Analysis of community resources

A diagram of the planning process is illustrated on the following page.

COMPONENTS OF A PLANNING PROCESS


Assessment (Identify present status)
Identify needs
Determine Priorities
a. Set goals, objectives
Activities
a. Alternatives
b. Resource allocation
c. Budget
Set Plan/Revise Present Plan
Implement Activities
Feedback

BUDGETING PRACTICES

The term "budget" is used to indicate an estimation of proposed income and expenses for a given period. Ideally, it should be a basis for short and long-term planning to meet program objectives; however, all too often it is designed to meet bare necessities for the next fiscal year.

If the budget is used for short and long-range planning, as recommended, the functional approach or task method of budgeting is employed. The function or the task for which the expenditure is budgeted (planned) is viewed in terms of program objectives. The amount spent last year, the amount other departments need, or the amount another school spends is no longer a factor. Instead, it should be asked, "How large an expenditure is necessary to perform the function demanded by the particular objective of the program." This procedure is rapidly becoming an accepted standard among successful business operations.

Generally, budgeting practices can be viewed from four standpoints:

First, the preparation and presentation of budgets include collecting, evaluating, and classifying information as well as recording it in a prescribed form. These activities should begin well in advance of the designated dates for presentation. The careful and systematic collection of data is an essential element for a good budget. Probably the greatest value of the entire budgeting system is the necessity to plan the future of the distributive education program in specific detail.

Second, *the adoption* includes the consideration and approval of the budget and may involve considerable negotiation and compromise. Should one fail in this respect by being unable to show what the expenditure will accomplish, little can be achieved in other aspects of the program.

Third, *the execution and administration* of the budget consists of complying with provisions of the plan as approved. In this respect, the budget is viewed as a control device over present expenditures by college administrators. However, all budgets must remain flexible and relate to priorities.

Finally, *the appraisal of budgets* is best viewed from the "goals-outcome approach." Was the proper amount budgeted and expended for each function planned by the department? Will revisions be necessary for future years? Did the function meet the objectives desired? Were the objectives valid? These questions, rather than monetary evaluations, should be asked.

Comparisons are continually made to show areas that deviate from what has been acceptable in the past. The department proposing an exception will have to be armed with "proof material" to substantiate the claim. Too often budgets are rigid and based almost exclusively on the past. They fail to report reasons for approved amounts or the values expected from the expenditures.

In the final analysis, the budget, if viewed properly, is merely the financial extension of the planning necessary to determine the best ways to meet the goals and accomplish the competencies needed for employment in a marketing position. One should analyze each outcome deemed desirable, determine the activities or functions, instruction, facilities, and aids to its accomplishment. Then, dollar amounts are placed on each factor.

Should one face a situation where budget cuts are necessary, the functional method of budgeting will have established priorities for decreases in the program which will have the least effect on the goals. It will also allow one to be prepared when expansion and improvements are possible.

The functional approach or the concept of portraying the budget as an extension of program objectives is not separate and distinct, but is an outgrowth of income and expenses. The practical uses of budget implications are apparent in the development of the distributive education program. The budget:

1. Is a servant of education
2. Gives an overview of the entire school system
3. Aids in analysis of new and old school activities
4. Develops cooperation within the school
5. Stimulates confidence among the taxpayers
6. Estimates the receipts
7. Determines tax levy
8. Authorizes expenditures
9. Aids in economical administration
10. Improves accounting procedures
11. Aids in extracurricular activities
12. Projects the schools into the future

DEVELOPING A PRELIMINARY BUDGET

Variables in budget preparation are as great as the number of programs and communities that offer a distributive education program.

Too often little thought is given to this phase of program development. The program is not complete, nor will it be as successful as it might be, until provisions have been made to accomplish all objectives. A classroom, a few chairs, and an instructor will not necessarily constitute a distributive education program. Expenses will be incurred in developing and operating a distributive education program.

The individual responsible for the initial budget should refer to the following list of questions as a guide in selecting those expenditures deemed most necessary to this particular time and for a long-range planning. Each question should be asked in light of local program objectives.

1. Will rental space or occupancy costs for instruction, storage, or student activities be necessary in the departmental budget?
2. Will full instructional salaries be listed as departmental expenditures?
3. Will secretarial and/or secretarial supplies be on the distributive education budget or as an institutional expense?
4. What amount of secretarial equipment will be charged against the department?
5. Will student teachers be used? How much expense must be allocated for their travel, conferences, etc.?
6. What amount will be expended for publicity such as brochures, advertising, and other printed material?

7. Will test materials for student guidance and counseling be charged against the department?

8. Will student activities, social and recognition events be emphasized? Are funds allocated?

9. What amount of departmental expenditures will be used for reference material, supplies, and textbooks?

10. Which of the following items of equipment will be purchased during the next fiscal year?

    A. Audio-visual equipment, ie. projectors, screens
    B. Video-tape equipment
    C. Laboratory equipment specialized
    D. Sign printers
    E. Display equipment, ie. mannequin, store shelving, floor coverings, backdrops, tools, etc.

11. How many of the following travel items will be included in your department's expenses?

    A. Reimbursement for the use of personal vehicles
    B. Charges for institutional vehicles
    C. Coordination visits
    D. Pre-employment contacts
    E. Follow-up contacts
    F. Student recruitment
    G. Student placement
    H. Professional and industrial meetings
    I. Observation trips for students
    J. Advisory committee expenses
    K. Guest speakers
    L. Equipment and supplies
    M. Transportation of students between classes or to training stations

12. How many ancillary services are necessary and will they be charged against the budget? Examples are:

    A. Pre-service and in-service training
    B. Development of instructional material
    C. Counseling
    D. Research
    E. Evaluation and follow-up
    F. Developmental needs of student both in classroom instruction and on-the-job training.

13. Which of the items listed in the budget will receive outside reimbursement from federal, state, and private agencies?

14. Do the items selected for the initial budget represent the expenditures that will best fulfill the objectives of the program?

COMMUNITY SURVEY

In making decisions on program development and implementation, a balance must be achieved between what the community needs and what the student needs. To do this, data must be collected and analyzed from the community and areas served by the community.

Some useful information that can be compiled follows:

1. Projected employment needs
2. Community economic factors such as:
    a. Major economy of the area
    b. Depressed areas that may exist in the community
    c. Employment potential for the graduates
    d. Retraining and updating needs
    e. Existence and identification of minority groups in the area
    f. Percentage of graduates that settle and work in the area
    g. Current unemployment statistics
    h. Special needs student's potential placement

The community survey

--is essential and provides vital information

--is a catalyst for developing written media and making personal contacts

--provides solid planning data which is necessary for effective distributive education programs.

--is a necessary tool to follow-up on the practice and belief of basing the marketing programs on need

INTERPRETING THE FINDINGS OF THE COMMUNITY SURVEY

Assuming that the community survey of the employers has been completed and the data have been classified, tabulated and summarized in a suitable fashion, the midmanagement teacher/staff, guidance personnel, state department and/or university personnel, the steering committee, and the local U.S. Employment Office personnel should be requested to participate in assessing the data. Reliance upon the data from local employers regarding manpower needs can be misleading in attempting to compare the schools vocational offerings with the manpower needs unless the above personnel also take into account some or all of the following factors:

Analysis and Interpretation of Data

1. The present and forecasted economic outlook factors affecting the occupation.
2. State and national demand outlook for workers in the occupation (by job titles) as expressed by the State Employment Service reports and the U.S. Department of Labor, Bureau of Labor Statistics reports. These will provide some implications of differences in occupational profiles at the national level with those of local concentrations of employment for a small number of industries.
3. It is well to analyze the employment trends of the occupation (local, regional, state, and national) and interpret these implications before recommending vocational program modifications.

For items 1, 2, and 3 above the U.S. Employment Service can be the main anchor in analyzing and writing a report based upon the above analysis and interpretation.

4. The extent to which the local employers are in an expanding or declining employment status.
5. The past and present source of employee recruitment factors relative to the opportunity for employment for the vocational graduates.
6. The employers' hiring practices.
7. The population growth or decline factors of the community may be pertinent to the industrial and business sector.
8. The technological change factor, while difficult for industry to cope with and even predict, will need to be weighed before curriculum changes are made.
9. Consideration should be given to the factor of availability of manpower (hard to fill openings) over a period of time. Such a situation would seem to indicate a positive need for training decisions.
10. Other factors to consider may be pertinent such as stability of the employers' firms in the community, prospects of consolidation of several operations into one plant, or transfer of an entire new firm into the community.
11. New and emerging jobs by (job titles) coming into the occupation within the firms surveyed.

Writing Final Report

Assuming the community survey findings have been carefully analyzed, interpreted and reviewed by the aforementioned groups, the writing of the report can now take place. The first step is to develop a suitable outline or format for the reports, keeping in mind the survey objectives.

A suggested outline appears below:

1. Acknowledgements
2. Introduction (including purpose and procedure of the survey)

3. Presentation and analysis of findings (tables, charts, diagrams, narration, etc. as appropriate).

4. Recommendations for distributive education program modifications/additions based upon:

   a. employment opportunities

      (1) nature of work by job titles

   b. field expanding or decreasing

   c. training requirements of the job openings

   d. educational requirements - formal, special

   e. previous experience requirements for the job openings

   f. opportunities for placement of students for cooperative work experience

   g. age requirements for employment

   h. wages, hours, annual or seasonal demand

   i. working conditions

   j. past and present source of manpower recruitment

   k. other

The actual writing of the report will be undertaken by a limited number of persons who are most suited for this task or one person may be assigned full time to complete the writing of the report. In any event, the final report should be completed as quickly as possible and disseminated to key persons and groups in the community to keep interest alive.

SECURING ADMINISTRATIVE APPROVAL OF THE FINAL REPORT OF THE COMMUNITY SURVEY
A CHECKLIST

The following items should be considered for obtaining administrative approval of the community survey results. The checklist may be used before and after the report has been presented to proper administrators.

In Presenting the Highlights of the Survey Findings and the Final Report to the School Administration, the Teacher Should:

1. Secure an appointment in advance with the school administrator.

2. Prepare a mini-report of condensed highlights of the survey findings and recommendations.

3. Meet with the school administrator and present the final report and highlights of the survey to this person.

4. Discuss the survey findings and recommendations for vocational program changes with the administrator relative to:

    a. employment opportunities discovered for vocational graduates.

    b. opportunities for students in cooperative work experience.

    c. manpower outlook for the occupation by job titles considering the local, state, and national supply and demand.

    d. the advantages to the school of a cooperative working relationship between the school and employers.

    e. the ability of the school to meet the training needs based on new job titles.

5. Emphasize employers past and present source of employees.

6. Obtain the administrator's approval of the final report of the survey.

7. Disseminate the report to key persons in the school and community.

8. Finally, publicize the highlights of the survey in the community media.

Date presented________________

Other considerations:

PUBLICIZING THE HIGHLIGHTS OF THE FINDINGS OF THE SURVEY TO THE SCHOOL AND COMMUNITY
A CHECKLIST

The following checklist may be used to review criteria that should be considered when the community survey highlights are to be publicized.

The Teacher Should:

1. Establish communication channels in the school and community.
2. Identify the publicity media best suited for the community and plan a sound publicity program with the advice and assistance of others.
3. Involve other persons or groups in publicizing the findings of the survey.
4. Create a public awareness of the value of the survey findings as a basis for vocational education modifications.
5. Emphasize the advantages of preparing local youth and adults to meet emerging local, state, and national employer manpower needs.
6. Emphasize the benefits to the employers and to vocational education in supplying employers' manpower needs.
7. Stress the degree of employers' willingness to cooperate in placement of students for work experience training.
8. Explain the benefits to vocational education through employer cooperation in helping the vocational education program adapt more quickly to technological change.
9. Explain recommendations for proposed changes to be made in the vocational program based on survey findings.
10. Emphasize the employment opportunities discovered by the survey.

The information included on pages 30-36 is taken from the Kansas Vocational Education Handbook published in 1976. Since regulations and procedures may change, the reader should be sure that the most recent information is inserted in this section.

PROCEDURES FOR APPROVAL FOR POST-SECONDARY VOCATIONAL PROGRAMS

For clarity of relationships, better communications, and mutual understanding in approval of vocational programs in community junior colleges and area vocational-technical schools the procedures below shall be followed:

Step #1 An institution interested in initiating a vocational program should write a letter so stating to the Director of Community Junior Colleges for programs offered in community junior colleges or to the Director of Area Vocational-Technical Schools for programs offered in an area vocational-technical school.

Step #2 Upon receiving the letter of intent, the Director will consult with appropriate vocational program personnel and determine whether the institution should prepare a formal program proposal. The applicant institution will be notified in writing within ten (10) days as to the action taken and the procedure to be followed by the institution. The institution has the option of submitting a formal proposal regardless of the disposition of the letter of intent.

Step #3 Institutions directed to apply for new vocational programs and those applying for continued operation of ongoing vocational programs will submit on the appropriate application the information requested for program evaluation.

Step #4 The director in conjunction with the appropriate vocational program administrator and a third party knowledgeable in the vocational area will review the applications and will make the decision to approve or disapprove the proposed and/or continuing vocational program.

Step #5 The institution will be notified, within ten (10) days in writing, by the Director of Community Junior Colleges or the Director of the Area Vocational-Technical Schools of the decision relating to status of the proposed program and conditions pertaining.

Step #6 Upon approval the institution will implement the vocational program incorporating appropriate procedures for continued follow-up and evaluation for periodic submission to the State Board of Education for examination.

Step #7 Each approved vocational program must submit an application for continuance of program as specified in the State Plan.

Step #8 An institution which is dissatisfied with the decision for program dissapproval may first appeal directly to the appropriate Assistant Commissioner; secondly, to the Commissioner of Education through the accepted hearing procedures.

PROCEDURES FOR APPEAL
FOR ALL VOCATIONAL PROGRAMS

Local educational agencies may wish to appeal the decision of disapproval of their vocational program application. Appeals may be made for several reasons such as:

(a) Misinterpretation of information
(b) New information available
(c) Extenuating circumstances, or
(d) Other factors that can be considered important in an appeal hearing.

The following steps indicate the appeal procedure:

Step #1 The local education agency should request to the appropriate Assistant Commissioner within ten (10) days and in writing for an appeal hearing which includes information on the program disapproval and the areas of grievance or concern.

Step #2 The Assistant Commissioner will respond within five (5) days to set an appeal date agreeable to both parties.

Step #3 The Assistant Commissioner will select two appropriate parties, other than the staff member that made the original decision, to listen to the appeal statements. These parties will be knowledgeable of vocational education programs and be in a position to react to the information presented by the local agency. The appeal procedure will include facts presented by the local educational agency and the program administrator in the vocational program area.

The State Board will be apprised of the status of the appeal hearing through the appropriate Assistant Commissioner.

Step #4 The committee will weigh the new information provided and a decision will be made on the appeal within ten (10) days after the date of appeal. The appeal decision will be known by the vocational program supervisory staff.

Step #5 A letter from the Assistant Commissioner will specify the terms of the appeal.

Step #6 In such cases where the local educational agency deems it necessary they may further appeal this decision to the designated hearing officer for the State Board of Education who will arrange for a hearing according to specified procedures. The State Board will make the final appeal decision.

FACTORS USED FOR PROGRAM EVALUATION AND APPROVAL

Weighted factors will be used in determining approval of vocational programs. These factors will provide a means whereby applications can be reviewed objectively, while establishing unity of techniques and methods in program review. The factors take into account:

(1) the principles and purposes of vocational education and its role in the educational system

(2) State Board of Education policies and standards,

(3) State and Federal legislative requirements

(4) effective and efficient program operation

(5) persons to be served

Data input to these factors will be derived from information reflected in this application and other objective data available through manpower needs, student accounting information, budget information, on-site program review and other sources. The school must supply in as accurate a way as possible the information requested in this application. Those schools that have supplied similar accurate individual program information for the previous year may indicate such information is available on prior application. If changes have occured, this must be indicated.

Factors that will be used in determining the relative priority of local vocational program application are outlined in the State Plan for Vocational Education and the Vocational Education Handbook for Planning, Developing, and Implementing Vocational Education in Kansas. They are as follows:

1. The philosophy, goals, and characteristics of the institution offering the vocational program.

2. Management factors relating to the organization, administration, and operation of the vocational program.

3. The instructional program planned including:

   (a) objectives and purposes of the program
   (b) resources including equipment and facilities
   (c) course organization and structure, time duration for instruction
   (d) program articulation and duplication including advisory committee input
   (e) leadership activities
   (f) teacher qualifications, evaluation techniques and methodology
   (g) student interest and population group served

4. The ancillary services provided for the vocational program including guidance and counseling services, procedures for recruitment, enrollment, placement, and follow-up of students.

5. Accountability factors to be used for the program

   (a) manpower needs data
   (b) placement rate for enrollees
   (c) costs of the program per student enrolled and placed
   (d) drop out rates
   (e) other measurable items relating to the objectives and purposes of the vocational program

6. Statements of unusual circumstances or situations relating to problems that could affect the justification for the vocational program at the operational level.

TYPES OF INSTRUCTIONAL PROGRAMS

ONE-YEAR PROGRAMS

The one-year certificate programs are available in some of the community colleges and are the major thrust in the area vocational-technical schools. The purposes of the one-year certificate options are:

1. To fulfill a need for those persons who cannot or desire not to attend classes to complete a two-year program.
2. To prepare persons for gainful employment when the requirement for employment does not include two years of preparation.
3. To meet special needs of the students and communities in one year of classes and activities.

TWO-YEAR ASSOCIATE ARTS PROGRAMS

The two-year distributive education program is the major thrust in the community colleges in Kansas. The Associate Arts Degree can be earned upon completion of the requirements of this program.

The most common approach in the community college is to offer a core of marketing, management, general education, and other related business classes to all distributive education students. Instruction in the areas of specialized interest, especially in the colleges located in sparsely populated areas, is provided through cooperative work experience, seminars, and special projects or directed study.

THE AREA VOCATIONAL-TECHNICAL SCHOOL

The area vocational-technical school adds a new dimension to distributive education.

In the area vocational-technical school a study is made of the basic marketing principles within the distributive occupations, with emphasis on those subject areas which will develop personnel for mid-management positions in distribution. This program should provide instruction in marketing, merchandising, and management.

The program for post-secondary students is sometimes operated concurrently with the secondary program. During the preparatory program, secondary students study the theory of the discipline of distribution. In addition, this discipline of distribution for preparatory students should include a study of the organizations which perform distributive functions; a study of marketing and the factors which affect marketing, a study of the position of the consumer in the marketing process and a study of financial structures in distribution.

Technology competencies are often developed in the post-secondary area vocational-technical school. The operation of a sign printer, calculator or a cash register is closely related to distribution. A technical knowledge about furniture, fabrics, petroleum or jewelry may be required.

Involvement with other vocational services to acquire additional technical skills will provide significant contributions to employability. The school can offer the student an opportunity to incorporate data processing skills and knowledges into the distributive education program. Inventory control, credit systems, payroll, and purchasing are inter-related with data processing. Provisions should be made for assistance to the student on an individual basis.

SPECIALIZED PROGRAMS IN THE COMMUNITY COLLEGE

Certain communities/counties have enough of a concentrated or specialized need that specialized programs are organized in addition to the regular one and two-year offerings. Specialized programs may be developed in any of the USOE instructional areas. Some of the more common specialized programs are:

1. Fashion Merchandising
2. Food Marketing
3. Banking
4. Real Estate
5. Hotel/Motel and Restaurant Management
6. Agri-Business

One or more specialized programs normally are not offered because of limitations or constraints such as:

1. Lack of sufficient student and/or community need--such as in the more sparsely populated counties
2. Lack of staff
3. Insufficient funds for program implementation
4. A combination of factors

Since many schools cannot feasibly have full-time staff members to teach in every area of need, the following considerations should be made:

1. Hire and prepare part-time persons from business and industry to meet the special needs.

2. Have at least one full-time staff member coordinate the activities necessary for specialized and/or short course efforts.

   (a) Determine needs

   (b) Organize course

   --content

   --length

   --other organizational elements

   (c) Prepare and assist part-time staff member

DISTRIBUTIVE EDUCATION INSTRUCTIONAL PROGRAMS (USOE CODES)

The following is a list and brief description of the various types of instructional programs. These programs may be offered as specialized distributive education programs or may be included and adapted with a broad distributive education program (USOE code 04.99). Employment needs within the area would dictate direction in this regard. (Each course title is preceded with the appropriate USOE code number). When preparing proposals, post-secondary program planners should utilize exact course titles and the appropriate code numbers.

04.0100 Advertising Services. Organized subject matter and learning experiences related to planning, development, placement, and evaluation tasks performed by distributive employees and management personnel in demand creation and sales promotion activities utilizing displays, merchandising agencies, production industries.

04.0200 Apparel and Accessories. Organized subject matter and learning experiences related to the variety of sales, fashion coordination, and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments primarily engaged in selling clothing of all kinds, including related articles for personal wear and adornment.

04.0300 Automotive. Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail, wholesale, and service establishments engaged in selling, renting, storing or caring of cars and trucks, and in selling automotive parts, accessories and equipment.

04.0400 Finance and Credit. Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in institutions engaged in deposit banking and related services, extending credit in the forms of loans, services allied with the exchange of securities and commodities, or consumer credit and collections.

04.0500 Floristry. Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments engaged in selling floral arrangements, cut flowers, growing plants, artificial plants and related items for ornamental use.

04.0600 Food Distribution. Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel in establishments primarily engaged in selling food for home preparation and consumption, or selling a general commodity line of food products at wholesale.

04.0700 Food Services. Organized subject matter and learning experiences related to the sales and sales-supporting tasks performed by distributive employees and management personnel in establishments serving prepared foods and drinks for consumption on their premises or at a place designated by the customer.

04.0800 General Merchandise. Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel engaged primarily in selling various types of merchandise at retail in department stores, junior department stores, variety stores, general merchandise stores, discount stores, and catalog houses.

04.0900 Hardware, Building Materials, Farm and Garden Supplies and Equipment. Organized subject matter and learning experiences related to various sales and sales-supporting tasks performed by distributive employees and management personnel in establishments engaged primarily in selling one or more of the following product lines at retail, at wholesale, or to contractors: hardware, paint, wallpaper, lumber, building materials, supplies and equipment for home construction, or farm and garden supplies and equipment.

04.1000 Home Furnishings. Organized subject matter and learning experiences related to various sales and sales-supporting areas performed by distributive employees and management personnel in retail and wholesale establishments engaged primarily in selling home furnishings such as furniture, household appliances, floor coverings, draperies, and specialized lines of same items.

04.1100 Hotel and Lodging. Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in establishments which provide lodging, lodging and meals, convention facilities, and other services on a year-round or seasonal basis to the general public or to an organization's membership.

04.1200 Industrial Marketing. Organized subject matter and learning experiences related tasks performed by sales and management personnel in establishing market potentials and selling goods and services to business and institutional buyers for use in their operations.

04.1300 Insurance. Organized subject matter and learning experiences related to tasks performed by sales and management personnel for insurance carriers of all types, or by agents representing carriers and brokers dealing in the sale or placement of insurance contracts with carriers.

04.1400 International Trade. Organized subject matter and learning experiences related to tasks performed by distributive employees and management personnel in a variety of business establishments concerned with export sales, trade controls, foreign operations, attitudes, monetary problems and other elements in international marketing.

04.1500 Personal Services. Organized subject matter and learning experiences related to the tasks performed by sales and management personnel in establishments primarily engaged in providing services. Generally, these services are concerned with personal improvement and the care of a person or his apparel. Included in this category are laundries and dry cleaning establishments, shoe repair shops, funeral homes, photographic studios and dance or art studios.

04.1600 Petroleum. Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail or wholesale establishments engaged in the distribution of petroleum products.

04.1700 Real Estate. Organized subject matter and learning experiences related to tasks performed by persons who act for themselves or as agents for others in real estate brokerages or other firms engaged in buying, selling, appraising, renting, managing, and leasing of real property.

04.1800 Recreation and Tourism. Organized subject matter and learning experiences related to the variety of sales, counseling and sales-supporting tasks performed by distributive employees and management personnel in establishments primarily engaged in providing amusement, recreation, entertainment, recreational supplies and equipment, or travel services. This instructional program is also designed for employees and management personnel engaged in other travel service businesses who assume responsibilities for stimulating the local economy through tourism.

04.1900 Transportation. Organized subject matter and learning experiences related to the physical movement of people, personal effects and products, and the sales, storing, and sales-supporting tasks performed by distributive employees and management personnel in enterprises engaged in passenger and freight transportation, public warehousing, and services incidental to transportation.

04.2000 Retail Trade, Other. Included here are other organized instructional programs and learning experiences, emphasizing in sales and sales-supporting tasks performed by distributive employees and management personnel in establishments engaged in selling merchandise purchased for resale to customers for personal, household, business or farm use, which are not listed above.

04.2100 Wholesale Trade, Other. Included here are other instructional programs and learning experiences emphasizing sales and sales-supporting tasks performed by distributive employees and management personnel in places of business engaged primarily in selling goods to retailers, industrial, commercial, instructional and professional users, or bringing buyer and seller together, which are not listed above.

04.9900 Distributive Education, Other. Included here are other organized instructional programs and learning experiences, emphasizing marketing functions performed by distributive employees, managers and/or proprietors in establishments engaged in selling products or providing services to individuals and business establishments, which are not classified retail or wholesale in nature and function.

PROGRAM TITLES

Program titles for Kansas post-secondary distributive education are varied although the basic principles are similar. The critical concerns should be with the purposes, objectives, and outcomes of the programs for the students.

Since many students do not fully understand distributive education programs, teacher-coordinators and administrators will want to be sure that their program titles and descriptions give the students a fair insight to the opportunities offered in the program.

The program titles that should be considered to best identify the post-secondary distributive programs are:

1. Distributive Education
2. Marketing Mid-Management
3. Distributive Education--Mid-Management
4. Marketing and Distribution Management

SECTION III
PROGRAM MANAGEMENT

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CURRICULUM

CURRICULUM DEVELOPMENT

Post-secondary distributive education is designed to develop career level competencies in the field of marketing and distribution. Employment demands must be reviewed closely in the curriculum development and implementation process. In addition, five fundamental questions should be answered when developing the curriculum:

1. What educational purposes should the program seek to achieve?
2. What competencies are required in the marketing occupations--common and specialized?
3. What educational experiences can be provided that will allow students to attain these competencies?
4. How can these educational experiences be effectively organized?
5. How can it be determined whether the purposes have been attained?

Factors such as community size and location, limitations on the type and number of staff members, program enrollment, and teacher-coordinator preferences may effect the curriculum established in the post-secondary institution. But whatever "limiting" factors are identified in a school, the quality of the program need not suffer. In most cases the processes can be changed to assure quality and depth of instruction. For example, in the community colleges or AVTS's located in sparsely populated areas where specialized programs or courses cannot be offered, added emphasis can be placed on cooperative work experience, outside instructors, and more sophisticated resources. The student's needs can still be met. In all cases, career guidance and counseling should be built in as an integral part of the total curriculum.

Curriculums should be established to prepare persons for those marketing occupations that meet the following criteria:

1. Opportunities for employment
2. Opportunities for advancement
3. Opportunities for individual effort
4. Opportunities to assume responsibility
5. Opportunities for creativity and the use of initiative
6. Opportunities for good pay and self-satisfaction

CURRICULUM AREAS

The curriculum/competency areas that follow should be considered when developing each student's marketable competencies. The degree of implementation will depend upon factors such as student and community needs and the emphasis placed on retail, wholesale, and service employment needs.

1. Marketing Functions Core
2. Supportive Areas
3. Management Skills
4. Individual Development
5. Specialized Area Competencies

MARKETING FUNCTIONS CORE

The student must have the competencies in areas that are common to most fields of endeavor. These core competency areas are not to be limited to entry level skill development and are not taught in isolation of the mid-management level of the program. A key consideration is that all of the curriculum areas be approached with the mid-management level of performance as an immediate and/or ultimate goal.

The marketing core areas that should be considered:

1. Marketing Principles
2. Salesmanship
3. Retail/Wholesale
4. Promotion

SUPPORTIVE AREAS

The student's mid-management competency development must be built upon a base of background knowledge and practices valuable for effective performance. The supportive areas to be considered are:

1. Communications (written and oral)
2. Mathematics
3. Economics
4. Business and/or institution principles and organization
5. Business law
6. Finance
7. Accounting
8. Data Processing
9. General education areas

MANAGEMENT SKILLS

The student's competency development must evolve directly and indirectly with the mid-management level of performance. The competencies in this area will be developed throughout the instructional program. Consideration must be given to the techniques of supervision and direction, understanding the human element in management, and the use of the tools of management.

1. Supervision
2. Functions of management
3. Human relations
4. Problem solving
5. Motivation and delegation
6. Business ethics

INDIVIDUAL DEVELOPMENT

The development of personal attributes necessary for successful career selection and career development must be a part of each student's program.

1. Personal adjustment
2. Attitude
3. Leadership development
4. Career decision making
5. Employment and advancement

SPECIALIZED AREA COMPETENCIES

Certain competencies required by the individual are unique to the occupational area chosen for a career and may or may not be included in the regular offerings in the school's program. The student's competency development in these specialized areas may be attained through one or more of the following ways:

1. Completing specialized programs such as Food Marketing, Fashion Merchandising, Banking, and Hotel/Motel and Restaurant Management.

2. Enrolling in specialized courses included in the curriculums of other programs on campus.

3. Participating in Cooperative Work Experience lends itself very well to this need and is the most common technique utilized.

Course Offerings

Many different course titles are identified among the state's post-secondary institutions. Different course titles are used to represent very similar instructional content. These variations should be modified and as much consistency as possible should be established between institutions.

The critical consideration should be given to the five curriculum areas and to establishing competencies and courses within this framework. It may be to the advantage of the institution and students, particularly for transfer purposes and in using terminology that is more readily understood by persons in the community, to use course titles that best reflect the course content. Course descriptions, competencies, and objectives must then follow and these factors will be based on meeting student needs through the identified program purposes and objectives.

SAMPLE PROGRAM IN POST-SECONDARY DISTRIBUTIVE EDUCATION

The following program is included as an example of a two-year program in post-secondary distributive education. Care should be exercised when reviewing a curriculum such as this containing only course titles. You should refer to the curriculum section of this guide and be sure that identified competencies are included in the program.

Marketing Mid-Management

First Semester

Introduction to Business
Marketing
Leadership Practicum (DECA)
Salesmanship
Speech

Second Semester

Communications
Retail/Wholesale Principles
Economics
Leadership Practicum (DECA)
Marketing Management and Supervision
Mathematics
Cooperative Work Experience

Third Semester

Data Processing
Business Law
Leadership Practicum (DECA)
Accounting
Personnel Management
Cooperative Work Experience

Fourth Semester

Promotion
Accounting
Leadership Practicum
Merchandising
Electives
Cooperative Work Experience

The program example above includes cooperative work experience concurrently with the other course work. Teacher-coordinators may want to vary this approach (see section on alternative plans for cooperative work experience). For example, one option would be to include cooperative work experience during the second nine weeks of the first semester and during the second nine weeks of the third semester with no cooperative work experience during the first and fourth semesters. Each situation and program must be reviewed carefully.

The teacher coordinators should also provide for options to include course work in the student's specialized field of interest. Additional electives or course opportunities could be provided under directed study, individualized study, or special course offering if a sufficient number of students could enroll. This option is recommended in addition to specialized field study that is available in the cooperative work experience seminar.

One-year certificate programs in the community college and AVTS should provide for more concentration in distributive education curriculum areas. Less time is given to the development of many competency areas and mid-management competency development is usually minimal. The one-year program, particularly in the AVTS, serves a definite need, and teacher-coordinators should make sure the program offers what it purports to offer.

INSTRUCTIONAL PLANNING

Planning that is systematic and thorough should be utilized to produce effective instruction. The whole planning process for instruction must be coordinated and developed in ways that will maximize instructional effort and student outcomes. A specific product of this systems approach is that courses will be established based on program goals and competencies needed for employment rather than starting with courses and attempting to fit these courses into a program. This systems approach will be useful for instructors revising current programs and for those developing new programs.

BASIC CONSIDERATIONS IN INSTRUCTIONAL PLANNING

1. Instructional planning is based on a larger curriculum planning effort, which in turn is based on a total distributive education plan.
2. Direction based on student and community needs must be a part of instructional planning and must be in concert with broader curriculum and program goals.
3. Once the direction is established, valid and accurate information must be provided from internal and external sources--advisory committees, community survey, student needs, etc.
4. Instructional planning must incorporate alternative plans and procedures.
5. Evaluative criteria and check points must be a part of the planning procedure.

JOB ANALYSIS IN INSTRUCTIONAL PLANNING

Job analysis involves the review of jobs, identification of on-the-job performance conditions, and preparation of job descriptions. This analysis enables the planner to gain information necessary for planning instruction.

TASK ANALYSIS IN INSTRUCTIONAL PLANNING

Task analysis is a process of identifying and synthesizing required work of an occupation. Duties are blocked, tasks are listed, and performance steps are detailed. The completion of the task analysis then leads the planner into instructional analysis and subsequent learning experiences.

INSTRUCTIONAL ANALYSIS IN INSTRUCTIONAL PLANNING

Learning experiences are developed by curriculum planners by organizing materials and processes obtained through an analysis of the human and technical aspects of marketing occupations. Instructional analysis may take the following process: (be sure to identify and not just assume the career level)

1. Outcomes are specified
    a. Review total program goals
    b. Competencies should be identified and/or revised
    c. Identify and/or write terminal objectives
2. Outcomes are grouped into units
    a. Review career level objectives and long-term program goals.
    b. Obtain adequate outside input to verify unit choices and direction.

3. Informational topics are organized

    a. Categorize into:

        1) Technical characteristics (essential to task/duty performance)
        2) General characteristics ("nice-to-know" related information)
        3) Career characteristics (helps the learner identify self and work roles)

4. Learning activities are structured

    a. Identify and select instructional activities best suited for desirable behavior change.

5. Learning sequences are established

    a. Place units, topics, and learning activities into a logical sequence for effective learning purposes--your teaching or instructional plan.

ARTICULATION BETWEEN LEVELS IN EDUCATION FOR BUSINESS

DEFINITION

Articulation is described as a process of arranging the instructional programs of the successive grades and divisions of the school system so that a closely interlocking, continuous, and consistent educational environment is provided for students as they progress through the system. Articulation also is the degree of continuity, consistency, and interdependence in the offerings of the successive grades and division of the school system.

PURPOSE

Learning is a continuous process and could take place more efficiently and effectively if the curriculum in the entire educational system were articulated to provide a continuum. An unbroken flow of experiences planned with and for the individual learner is necessary. Good articulation can assist the student in utilizing his/her time and allow the person to maximize the opportunities in the distributive education program.

METHOD

The value of articulation is more readily apparent than ways to accomplish the process. The following are steps that can be taken to enhance articulation.

1. One of the most successful approaches is for teachers, administrators, and persons from business to work together on the curriculum and other aspects of the program.

2. Exchange of teachers from one level to another for short periods of time gives the instructors added insight into how and what they should teach in their own classes.

3. Placement testing can help the teachers recognize how much the students have accomplished so they can continue at the level and pace best suited to the learners.

4. Guidance counselors can help bridge the gap in many areas. Distributive education coordinators, for example, can speak to high school classes about prerequisities and courses in the post-secondary classes.

5. Cooperative use of equipment, by personnel from different levels can encourage articulation.

6. Many DECA activities can be conducted to involve high and post-secondary students.

Articulation provides the essential element of continuity that all effective distributive education programs need.

SECTION IV
ADVISORY COMMITTEES

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ADVISORY COMMITTEES

An advisory committee is a recommended component for every post-secondary distributive education program. Since much is written in the area of advisory committees, the purposes of this section are to:

1. serve as a review and reminder for those who currently utilize advisory committees.
2. assist a new teacher-coordinator by providing basic guidelines for organizing and utilizing advisory committees.

An advisory committee should:

1. be organized to advise and assist in program development and implementation.
2. have persons as members who have the expertise and interest to serve.

An advisory committee may be orgnized for the total post-secondary distributive education program or be organized for each specialized program area. An ideal approach would be to have an overall advisory committee and advisory committees for specialized programs. The teacher-coordinator should also consider having a representative from the distributive education advisory committee represented on the vocational division committee.

Ad hoc advisory committees are organized for a specific purpose and are dissolved when that purpose is achieved. Consider this approach when new options are being considered, special areas of concern arise, or when you determine that the need exists.

DIFFICULTIES WITH ADVISORY COMMITTEES

1. Teacher-coordinators are not ready or willing to work with them.
2. Meeting times.
3. Getting the advisory committee to assume initiative and leadership.
4. Identifying realistic and relevant tasks.
5. Identifying the function and roles of the committee.
6. Obtaining school support.

OVERCOMING THE CONCERN OF TEACHER-COORDINATORS OF GETTING BUSINESS PERSONS INVOLVED:

1. Believe in the functions of the committee.
2. Be sure that there is a purpose.
3. Involve the committee.
4. Keep in mind that the advisory committee member will usually treat membership, attendance, and participation with the same degree of enthusiasm and vigor that _you_ do.
5. Sell the advisory committee on its importance and purpose.
6. Reward the members for their efforts.
7. Follow through on advisory committee recommendations.

IN RESPONSE TO "WHAT SHOULD THE ADVISORY COMMITTEE DO?"

1. There is probably no problem or area too large or too small for the committee.
2. The committee should do those things that help your students attain the optimum results from participating in the program.

HOW OFTEN SHOULD THE COMMITTEE MEET?

1. As often as there is need--usually a minimum of

three times per year. Many advisory committees meet once a month.

ARE GROUP MEETINGS ALWAYS NECESSARY FOR THE ADVISORY COMMITTEE TO FUNCTION?

1. Be careful. Many teacher-coordinators insist that it is more productive and easier to meet on an individual basis with the members. While many of the functions of the committee can be performed this way, the committee as a whole is needed to completely maximize input for many areas and to build a unified spirit.

2. The key is to perform individual and group advisory committee functions.

HOW MANY MEMBERS SHOULD BE ON AN ADVISORY COMMITTEE?

1. A basic guide is that the committee should consist of the number of members necessary to provide the advice and assistance needed. Although 5-10 members is commonly recommended, you should be the judge.

2. Decide on the purposes and functions of the committee. The number of persons needed will be much easier to determine.

MEMBERSHIP

1. Consider representatives such as:
    - a) mid-management
    - b) management
    - c) student
    - d) employee

      1. Broad area
      2. Specialized areas
    - e) school officials (do not overload with school personnel)

2. Remember that there are persons who will serve--it's up to you to convince them.

THE TEACHER-COORDINATOR'S ROLE:

1. Identify need for the advisory committee.
2. Be convinced of the usefulness of the committee.
3. Organize the committee.
4. Serve as an ex-officio member.
    a) assist, direct, encourage--help make the advisory committee's activities worthwhile for all parties.

A TWO-YEAR PROGRAM PLAN CHECKLIST FOR YOUR ADVISORY COMMITTEE

The following checklist has been designed for a two-year plan, but it can be easily adapted to a one to five-year period. The activities listed are only suggested. Your needs and concerns may vary.

The checklist that you develop can serve as a basic document for describing the responsibilities of your advisory committee in the preliminary stages of establishing such committees. Changes or additions can be made as the committee becomes more functional.

	197_-7_	197_-7_
A. Student Recruitment, Identification, and Placement 1. Encouraging persons to consider vocational and technical education through visits to "feeder schools," speeches at meetings, etc.		
2. Providing information concerning desirable aptitudes and the education experience and background applicants should have so that educators can properly plan student recruitment and education and training programs.		
3. Arranging field trip visits for students and counselors.		
4. Providing vocational guidance literature to instructors, counselors, and students.		
5. Assisting and participating in surveys of local business manpower needs.		

	197_-7_	197_-7_
6. Assisting in the development of achievement tests and certification and licensing tests related to initial employment of graduates.		
7. Placing students in work experience training stations.		
8. Placing graduates in jobs.		
B. Instructional Program		
1. Assisting in the preparation and review of budget requests for laboratory equipment and supplies.		
2. Assisting in the development and review of course content to assure its currency and relevancy in meeting the changing skill and knowledge needs of the industry.		
3. Evaluating physical conditions, adequacy of equipment, and layout of the laboratory.		
4. Obtaining needed school equipment and supplies.		
5. Assisting in the establishment of standards of proficiency to be met by students.		
6. Establishing and maintaining a library of visual aids, magazines, books, and resources.		
7. Assisting in the development of evening-school skill improvement and technical courses.		
8. Providing materials and personnel for instructional purposes in classrooms and labs.		
9. Determining essential occupations in the area.		

	197_-7_	197_-7_
10. Assisting in short and long-range planning.		
11. Assisting in program assessment.		
12. Assisting the student organization and its functions.		
C. Instructor Assistance 1. Arranging meetings of teachers to establish cooperative relationships between the schools and industry.		
2. Arranging short-term employment for instructors in business and industry.		
3. Conducting clinics and in-service training programs for instructors.		
4. Arranging for substitute or source instructors from industry to assist regular teachers.		
D. Student Recognition 1. Providing scholarships and other financial assistance for students.		
2. Assisting in recognizing work experience employers (employer-employee banquet, etc.).		
E. Public Relations 1. Providing speakers to address trade and civic groups concerning the distributive education program.		
2. Providing news stories concerning the distributive education program to magazines published for specific business groups.		

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3. Providing news stories concerning the school program to local news media.		
4. Attending meetings in support of vocational and technical education which may be called by local and state school officials, boards, and legislative groups.		
5. Participating in radio and television programs designed to "sell" distributive education to the public.		
6. Contributing funds to advertise distributive education.		
7. Advising employees and their families concerning the school program by posting information on bulletin boards, putting news stories in company bulletins, and inserting enclosures in pay envelopes.		
F. Other 1.		

A BUSINESSMAN'S REPLY TO AN INVITATION TO SERVE ON AN ADVISORY COMMITTEE

The following article by Samuel M. Burt, a consultant to the National Advisory Council, was printed in a special edition of News from NACVE (National Advisory Committee on Vocational Education), July 1974.

The article is not short, but the message is extremely critical for effective development and implementation of an advisory committee. Assuming that you have a basic knowledge about organizing and administering an advisory committee, you will find Mr. Burt's information to be invaluable. Remember that this article is written as a businessman's reply to serve on an advisory committee (possibly yours), and it indicates to the educational community what to expect from a businessman or woman and what this person expects from the educational community.

IF YOU WANT ME TO SERVE ON A SCHOOL ADVISORY COMMITTEE

Dear Educator:

I am pleased you have asked me to serve as an industry member of an advisory committee to our school system. I shall be delighted to accept your invitation - if you can assure me that I will be involved in an activity which is going to make some worthwhile and important contribution to the education of our youth. I want to be proud enough of this committee's work so that I may brag a little to my family, friends and associates that I was selected to participate - as you, yourself, stated - "because of my reputation as an outstanding member" of the field in which I am earning my living, "as well as for my interest in and understanding of the field of education."

To support my feelings about the importance of my service, I would like to have a letter appointing me on the committee signed by the highest possible school official. The letter should include some biographical information on the chairperson and other members of the committee and also tell me exactly what is expected of me as a committee member in the way of advice, assistance, cooperation, money and time. Please note that if you tell me the committee will meet only two or three times a year, I will know that we really aren't going to do anything worthwhile!

On the other hand, if you seriously want help from the committee to improve our educational system, I need to be sure that I will be provided, initially and on a continuing basis, with information concerning educational developments within the school system, as well as at the state and national levels; be invited occasionally to attend local, state and national conventions of educators (you will be surprised by how many I will attend at my own or my company's expense); and that I will occasionally receive a special invitation to attend a school function, a board of education meeting, a state board meeting. I would also like to be kept informed of special studies affecting the educational program of my school system, and if possible, receive copies.

In effect, what I am saying is that if you want me to advise you, I will feel much more comfortable if I know something about you and your environment. And while I am learning, hopefully I am becoming identified with you, the school, and the problems of the educational system. If you can get me to this point you can be assured of my active participation in the school program and on the committee. And beyond offering advice, I will actually cooperate with you to help you achieve your program goals.

How? In every way possible! I would be glad to help raise money for a scholarship fund; to help obtain needed school equipment on loan, as a gift, at special discount; to contribute expendable supplies, instructional and guidance materials; to provide work/study experiences; to employ graduates, to help counsel students; to assist teachers in enriching and expanding their instructional activities; and other services you may request. You name it! What I am really asking is that you, the professional educator, provide me, the interested layman, with counsel and leadership for my committee responsibilities.

I know there will be times when you will ask the committee for something you consider important that for some good reason we will not be able to provide. But we won't just be negative when this happens. We will tell you our problem and try to work things out with you. In the process, we will both learn more about industry and education, and together prove that industry--education cooperation can be a viable way of life for citizens and school people.

Sometimes I might want to do too much and try to get involved in administration. If I do, just point out that the best way I can help you is to give you advice and cooperation and leave the details of day-by-day school operations to you. In reality, I don't even have time to handle all my OWN day-to-day administrative problems, much less yours! But remember - as business persons, we committee members are problem oriented and if you tell us about your problems, we can help you with them, even if it takes time from our personal or business affairs. After all, we expected to spend time with you when we accepted service on the committee.

I would like to be welcomed in the schools as a friend and supporter - not seen as a meddlesome interloper. Naturally there are certain school regulations which I should observe when visiting, and you should make them clear to me. But if I occasionally drop in for a visit, give me a few minutes of your time. Your courtesy will be well repaid. I wouldn't come if I weren't interested!

I would like to know what other schools and school systems are doing about the problems you present to my committee. I want to feel there is some linkage between our school system and others in the area. I would like to know what the private schools are doing and what other training programs are available in the community. I want to understand the relationships which exist between these programs, the State Employment Service, "war-on-poverty" programs, correctional institution training programs and any others that will be providing manpower for industry. I want to know the whole picture, and even get a chance to visit these other educational programs. Perhaps our advisory committees ought to meet together once or twice a year. I want to know about these other programs so that I will not have the nagging feeling that I am being "used" to support one program in opposition to another. I want to feel that I am helping to improve "MY" school's contribution to the total community effort - as a taxpayer, as an employer and as an interested citizen concerned with and involved in improving educational and manpower development programs in my community.

I would like to meet, more than on a token once-a-year basis, with the students in the school or program my committee was organized to serve. I want the students to know my committee exists. In the final analysis, our efforts are supposed to be directed at improving the education and training of students. I want them to tell me to what extent we are succeeding. As a matter of fact, I would like to have each graduating class elect one of its members to serve as an ex-officio member on our committee to tell us, in the first year after graduating, how relevant school really is in terms of real jobs.

I would like some expression of appreciation for my volunteered services and contributions. If this committee is as important as you tell me it is, give it and its members some concrete form of recognition. For example, if I donate a piece of equipment, put my nameplate on it. Send me a framed certificate of appreciation for my services. Hold a special annual event to recognize the services of all advisory committee members. Include our names in the school catalog and annual reports. We all like to see our names in print! Besides, when prospective students, their parents and others see that your programs, as described in the catalog, are receiving advice and assistance from industry people, the programs will gain in stature and prestige. In addition, my company and the industry I represent will be more than ever committed to support you.

When you ask me to attend a committee meeting, I want to know beforehand what will be on the agenda. I will want a brief background statement of the problems to be discussed and several possible approaches to the solution of each. Give me at least two weeks' notice of the meeting date. Make it a convenient time and preferably at a school. And don't hesitate to remind me about it by letter or a phone call.

I want the meeting to be conducted informally and not to get tied up in parliamentary rules of order. I will want the meeting to be held within reasonable time limits. Don't let it drag on and on. I am used to crisp, businesslike procedures. I will want something to happen as a result of the meeting. I will want to know, as soon after the meeting is over as possible, what did and will happen as a result of our advice and services. I don't want to be asked to attend a meeting to approve something after it has already happened. If I find out I am being used that way, don't be surprised when I become your critic instead of your advisor!

I know I am asking a great deal of you. But I am willing to give a great deal in return. And the more you get from the committee, the better your program will be. The same is true for us, of course. All the committee members, as well as the industries we represent, will be benefited by having a continuing source of qualified manpower available and by getting a good return from our educational tax dollars. All kinds of benefits will emerge if the committee is effectively used.

In the final analysis, this is exactly what I want - effective utilization of my expertise, my knowledge and my interest in serving one of the most important components of my community - my schools and their students. If you are prepared to tell me how, when and where, I will do my best to help you and will appreciate the chance to serve - particularly if you get me involved in an activity in which I have some special interest. This means, of course, you and I will have to discuss what my special interests are vis-a-vis education and young people.

If you think I speak for myself alone, you are very much mistaken. Most industry representatives who agree to serve on school advisory committees feel as I do. However, too often and in too many situations, their expectations have not materialized.

Why? Because in our experience, we have found that too few educators and school administrators understand what motivates industry people to accept service on a school advisory committee. Or, if they do understand, they have not been able to provide the leadership, time and effort to effectively utilize the committees. If you cannot provide the staff time needed to allow for the full range of interests and desires of your committee to serve the school program, you will be better advised not to establish the committee in the first place. A poorly used committee is worse than no committee at all - you would find that you had created your own Frankenstein. Disgruntled members of poorly used committees frequently become the most active critics of school officials and public education.

Well, that seems to cover everything I had to say. It's up to you now to decide whether you want me to serve on your committee. I look forward to hearing from you.

Sincerely,

/s/

SECTION V
FACILITIES, EQUIPMENT, AND RESOURCES

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FACILITIES, EQUIPMENT, AND RESOURCES

PROGRAM NEEDS

Distributive education facilities, equipment, and resources may vary from program to program even though the basic purposes of each program are the same. Since the needs will depend upon many factors, such as, instructor preferences, size of community, and program structure, no set description can be readily developed for every program. Monies available for the distributive education programs will be identified as a major reason for extensive or limited facilities, equipment, and resources, but this factor should be carefully scrutinized. All elements considered, distributive education teacher-coordinators must:

1. Follow the basic steps of program development and implementation--this would include determining student and community needs.
2. Develop a short and long-range plan.
3. Attach budgetary considerations to the short and long-range plan.
4. Utilize the advisory committee.
5. Be prepared professionally so that facilities, equipment, and resources needs may be determined and utilized to the fullest extent.

FACILITIES

The classroom facilities should be designed to meet the needs of the basic and specialized distributive education programs. The following considerations should be made:

1. Trapezoid tables for convenience and flexibility
2. Chairs that are comfortable and easily stacked
3. Partitions/sections for:
    a. Specialized resources and equipment
    b. Lab practice areas:
        (1) Display areas
        (2) Check-out stands
        (3) Storage
        (4) Sink and facilities for cleanup
        (5) Sign press area
    c. Common resource materials
    d. Coordinator's office
4. Instructional facilities--desk, board, etc.

DISTRIBUTIVE EDUCATION FACILITIES

The facilities designated for the distributive education program should simulate business conditions as closely as possible. The distributive education classroom-laboratory should provide facilities for the following kinds of instructional activities--class discussions, individual, group and committee work, use of various types of audiovisual aids, preparing displays and exhibits, demonstrations, and role playing.

PURPOSES OF THE DISTRIBUTIVE EDUCATION LABORATORY

The advantages of an equipped distributive education laboratory are:

a. Increased student motivation.

b. Better application of classroom theory.

c. Development of learning by doing in a "real life" atmosphere.

d. Practice without pressures of employment, thus building student self-confidence and control.

e. Promotion of desirable work habits.

f. Strengthened cooperative training experiences not gained on the job.

g. Utilization of student activity--physically and mentally.

h. Acquainting the student with the latest equipment in use and allowing him to discover his natural interests.

BASIC REQUIREMENTS FOR THE DISTRIBUTIVE EDUCATION LABORATORY

The following areas should be kept in mind when planning the distributive education facility:

a. Electrical Outlets

Electrical outlets must be available in show cases, window displays and shadow boxes. It is advisable to have double outlets on each side of the room for efficient use of such items as projectors and tape recorders.

b. Acoustics

Special acoustical treatment is a necessity due to the amount of individual and small group activity that goes on in the distributive education laboratory.

c. Windows

A room that is bright and airy effectively stimulates the actual business environment. Windows should be equipped with blackout shades so audio-visual aids can be used effectively.

d. Standard Permanent Facilities

Every distributive education laboratory needs to have adequate bulletin board and chalkboard space. A mounted motion picture screen is also essential.

e. Personal Facilities

It is very convenient to have a wash basin with hot and cold running water in the distributive education laboratory. The wash basin facilities allows cleanup without the students leaving the classroom.

f. Distributive Education Laboratory Size

The size of the distributive education laboratory will vary, especially when a room in an existing school is being remodeled. The larger the room, the more ideal the distributive education laboratory will be. It is recommended that the laboratory be at least 24 feet by 48 feet, or 1052 square feet of space. A room of this size allows for adequate movement of students and ample room to work with classroom equipment.

g. Storage Space

Adequate storage space must be provided for classroom materials and merchandise used for display purposes. This storage will assure better upkeep and security for the materials and merchandise. The size of the storage space varies according to the quantity of merchandise and classroom materials the distributive education coordinator uses. The storage room should adjoin the classroom with a connecting door that locks so that students do not have to use main corridors to transport the articles used.

h. Display Window

The ideal display window is one that opens out to one of the school's corridors. If the corridor opening cannot be obtained, then the next best thing is to install a window in the classroom. The size should be approximately 4 feet by 6 feet by 8 feet in order to adequately hold the display mannequins. The glass in the display window should be approximately 1¼ feet from the floor. It is essential that the display window be illuminated in order to make the display of merchandise realistic.

i. Coordinator's Office and Counseling Area

This area is essential to the distributive education coordinator due to the amount of individual counseling that must be done. Hopefully, this area will adjoin the main distributive education laboratory so the coordinator can have individual student conferences and still supervise classroom activities. Because of the coordinator's close tie with the business community, the office and counseling area should contain a telephone.

j. Reference Library

In that there is a wealth of books, magazines and pamphlets relative to the discipline of distribution, a reference library should be established in the distributive education laboratory. This library affords students ready access to current materials, thus enabling them to do individual research on areas related to marketing and distribution. This area should contain library shelves and magazine racks.

k. Furniture, Equipment and Supplies

It is essential that furniture, equipment and supplies be maneuverable so that classrooms can be changed to meet curriculum needs. This can best be accomplished by including the following in the distributive education laboratory:

1. Trapezoid Tables

   These tables are flat, can be moved easily and can be put together to form large tables.

2. Display Cases, Shelves and Islands

   To capitalize on the need of maneuverability, casters should be placed on all display cases, shelves and islands.

3. Racks, Fixtures, Mannequins and Accessories

   The variety of items included under this category is unlimited and ideas for this area can be obtained by looking through the catalogs of various store fixture companies. Many schools have been fortunate in having some of these articles donated by the local businesses in the community.

As a reminder, the facilities identified in this section will meet the needs of most general distributive education. Changes, additions, and modifications must be made to fit the needs of specialized programs.

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INSTRUCTIONAL STAFF

QUALIFICATIONS

One of the most critical qualifications for the post-secondary distributive education instructor is experience in business and industry. For instruction at the post-secondary level that is mid-management in nature, it is imperative that the instructor have mid-management and management work experience. The amount of experience needed will vary with each individual and the characteristics possessed for quality instruction. Adequate preparation should also be obtained in program operation, instruction strategies, vocational education, cooperative education, DECA, and other aspects of the total program operation. Rarely, if ever, will one person have experience and preparation in all of the areas of post-secondary distributive education responsibility, so another vital qualification is the ability to obtain and utilize the resources necessary to help the student attain his/her occupational and career objectives.

The basic qualifications needed by the post-secondary distributive education instructor are:

1. Adequate work experience in business and industry--preferably at the mid-management and management levels.
    a. The minimum number of hours required by the state is 4000.
    b. Quality should be given preference to quantity.

2. Education courses in areas such as career education, community college organization and administration, cooperative work experience, teaching strategies, marketing, management, and DECA supervision should be included. State certification area requirements include coordination techniques in cooperative work experience, organization and administration, principles and practices of vocational education, and job analysis.

3. Must know or be willing to accept the roles and functions of the job of teacher-coordinator.

4. Be able to teach classes as well as coordinate cooperative work experience.

RESPONSIBILITIES OF THE POST-SECONDARY DISTRIBUTIVE EDUCATION TEACHER-COORDINATOR

The teacher-coordinator in the distributive education program must be sensitive to the three principal groups it serves--students, business community, and the community college or AVTS. The teacher-coordinator must recognize these responsibilities and be prepared to function in these roles if a meaningful and successful program is to be maintained.

RESPONSIBILITIES TO THE STUDENT

1. Encourage the student to set and pursue a career objective.
2. Stimulate the student to attain the competencies needed for success in the distributive area of his or her choice.
3. Provide general and specialized distributive education oriented learning experiences.
4. Perform the duties and roles of the teacher and coordinator in the classroom and with cooperative work experience.
5. Encourage the student to participate in the vocational student organization.
6. Develop the student's managerial ability.
7. Be sensitive to each student's needs.

RESPONSIBILITIES TO THE BUSINESS COMMUNITY

1. Familiarize the business community with the objectives of the program emphasizing the student's development in the classroom and on the job.
2. Inform business of the supportive role it can play in the classroom learning environment.

3. Provide business with a pool of trained marketing candidates.
4. Promote the program among present and future employees with the cooperation of business.
5. Carry on a constant diologue with business through being involved with businesses--meetings, conferences, visits and other contacts.
6. Inform business of the school services available to them.
7. Work closely with the advisory committee.
8. Perform a quality job of helping persons to be prepared for the present and future.

RESPONSIBILITIES TO THE SCHOOL

1. Conduct a program which is consistent with the philosophy of the institution.
2. Maintain a quality program that meets the needs of students and business and the standards of the institution.
3. Keep the administration informed and utilize assessment, evaluation, and planning strategies that will allow the institution to meet the need for change for the future.
4. Be an effective representative for the institution.

DISTRIBUTIVE EDUCATION INSTRUCTOR
SELF-ASSESSMENT OR OUTSIDE ASSESSMENT

There are certain teaching skills that are necessary for a person to be a competent teacher. The teaching skills listed in this section are divided into two categories--(1) general teaching skills, and (2) distributive education area teaching skills.

Rating Scale--2=Satisfactory, no recommendation for improvement
1=Partially satisfactory, some improvement needed
0=Not satisfactory
X=Not applicable

Skill Areas	Comments	Rating			
		2	1	0	X
1. PLANNING					
a. Writing course outlines					
b. Developing a unit					
c. Planning lessons					
d. Selecting resources					
e. Developing resource material					
f. Planning and organizing field trips					
g. Involving students in planning					
2. DIRECTING STUDENT ACTIVITY					
a. Conducting field trips					
b. Directing individual, small group and large group processes					
c. Promoting group interaction					
d. Utilizing teacher aides					
3. INSTRUCTIONAL STRATEGY					
a. Using discovery method					

		Rating			
Skill Areas	Comments	2	1	0	X
b. Using invention method					
c. Using questioning method					
d. Introducing and summarizing lessons					
e. Reinforcing learning					
f. Providing for different learning rates					
g. Using individualized instruction					
4. INSTRUCTIONAL TECHNIQUES					
a. Using resource personnel					
b. Using educational media					
c. Using teacher centered presentation methods					
5. INSTRUCTIONAL EVALUATION					
a. Establishing criteria for student performance and evaluation					
b. Determining what standards are acceptable					
c. Helping students interpret various test and inventory results					
6. INSTRUCTIONAL MANAGEMENT					
a. Acquiring supplies and equipment					
b. Preparing budgets					
c. Recommending instructional materials for resource center(s)					
d. Maintaining student records					

Skill Areas	Comments	Rating			
		2	1	0	X
e. Providing for health and safety of students					
f. Maintaining suitable classroom control					
g. Maintaining school facilities					
7. GUIDANCE					
a. Maintaining student observation					
b. Promoting class cohesiveness					
c. Promoting constructive relationships with students					
d. Involving resource persons in career guidance					
8. SCHOOL AND COMMUNITY RELATIONS					
a. Maintaining good community relationships					
b. Maintaining positive working relationships within administration and faculty					
9. STUDENT PARTICIPATION IN TOTAL SCHOOL					
a. Helping students direct group efforts toward a common goal					
b. Promoting leadership activities to develop student potential					
10. PROFESSIONAL DEVELOPMENT					
a. Promoting the general goals and objectives of the teaching profession					

Skill Areas	Comments	Rating			
		2	1	0	X
b. Establishing goals for personal professional development					
c. Advancing personal teaching competencies					
DISTRIBUTIVE EDUCATION AREA TEACHING SKILLS					
1. PLANNING					
a. Conducting a community survey of distributive education needs and opportunities					
b. Establishing communication links with marketing area representatives					
c. Identifying student interests in marketing and distribution					
d. Establishing and maintaining a lay advisory committee					
e. Planning a distributive education program					
f. Analyzing career opportunities with respect to marketing and distribution					
g. Identifying student performance levels					
h. Developing a long-range plan for program development					
i. Evaluating the program					
j. Obtaining follow-up data from students					

		Rating			
Skill Areas	Comments	2	1	0	X
2. DIRECTING STUDENT ACTIVITY					
a. Providing for supervision/ assistance when students are away from school					
b. Assisting work supervisors understand the role of work experience					
3. INSTRUCTIONAL STRATEGY					
a. Relating instruction to the distributive education program					
b. Incorporating input from the world of careers into the student's educational program					
c. Capitalizing on life role relevancy					
4. INSTRUCTIONAL TECHNIQUES					
a. Utilizing different approaches to achieve similar goals					
b. Using resources beyond the school as an extension of the school					
5. INSTRUCTIONAL EVALUATION					
a. Utilizing the training sponsor/ employer for part of student's evaluation					
b. Determining evaluation for student performance as well as attitude					
c. Devising systems of constant evaluation for students					

Skill Areas	Comments	Rating			
		2	1	0	X
d. Evaluating and Integrating performance in cognitive, effective and psychomotor domains					
6. INSTRUCTIONAL MANAGEMENT					
a. Initiating and maintaining individual student career education experience and performance records					
b. Assisting students to develop self-discipline					
7. GUIDANCE					
a. Arranging for career guidance tests, inventories, materials, etc. to be administered to students					
b. Involving coordinators and supervisors in career guidance					
c. Incorporating program feedback into career guidance activities					
d. Assisting students to plan their next career step					
e. Helping students obtain their planned careers					
8. SCHOOL AND COMMUNITY RELATIONS					
a. Publicizing the distributive education program					
b. Obtaining school community feedback for program modification.					
c. Developing good intra-school relations					

Skill Areas	Comments	Rating			
		2	1	0	X
9. STUDENT PARTICIPATION IN TOTAL SCHOOL					
a. Providing for student's interests in co-curricular activities					
b. Establishing/maintaining a student organization					
10. PROFESSIONAL DEVELOPMENT					
a. Developing a personal statement of philosophy about education in general and vocational education in particular					
b. Establishing professional competencies to be achieved within the framework of a long-range professional plan (education and business)					

ACTION FORM
(DISTRIBUTIVE EDUCATION INSTRUCTOR ASSESSMENT)

1. List the teaching skills in which you rated yourself "1" or "0" and identify at least one way you can improve your ability in each teaching skill. Review your list with a fellow instructor and/or supervisor.

SKILL AREAS	METHOD OF IMPROVEMENT

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CAREER OBJECTIVES

One of the purposes of post-secondary distributive education is to assist the student to advance beyond entry level employment. This means that if the instruction is to develop upward mobility, the direction of "up" must be established. This necessitates the identification of a specific occupational objective. In the case of mid-management education, there is a need to clarify what this specific objective represents. The instruction should be concerned not only with successful performance of the particular job the student is currently holding, but also with instruction related to the broader aspects of management and/or marketing, wherein students acquire the basic foundation for positions of greater responsibility.

Employment circumstances today are dynamic--everchanging--and some claim that establishing a career objective is impossible for many students. This point of view is unacceptable to distributive educators who know by virtue of their scholarly knowledge of marketing principles that very little that is worthwhile takes place without the definition and establishment of an objective and prior planning. These principles also are true in the management of education and specifically in preparing for the advancement and upward mobility of students.

Instruction in the distributive education program must, therefore, be directed toward the needs of students as they experience employment as cooperative students and as they plan for their advancement. For such instruction to be meaningful and purposeful, each student, to the best of his ability, should select an objective and an occupation towards which to direct his/her energies and interests. While it is recognized that students may change their minds before they achieve this objective, there is much value in defining and determining an objective before and during their participation in distributive education. It will provide a sense of purpose to the learning experience. The instruction will have greater meaning and importance for the student when its significance is realized during and after the completion of study.

Each distributive education student, therefore, should have a career objective of which present classroom instruction, DECA, and employment are integral parts. The job the student holds while in the cooperative program should be a part of the career objective because satisfactory performance must prevail at present levels before advancement.

It is true that for some students the career objective may be limited in scope. If a student's interest and capabilities deny a long-range goal, then it must be recognized that through active participation in the program, certain students will change their original objectives. Career development, therefore, is a goal of the cooperative distributive education program.

STUDENT RECRUITMENT

The teacher-coordinator has a responsibiity for recruiting students who can profit from the distributive education program and can make a contribution to marketing and distribution. Recruitment by the teacher-coordinator is a matter of degree. The mere presence of the teacher-coordinator on the campus, in the classroom, and in the community has an effect on the type and number of students who will enroll in the program. The choice is up to the teacher-coordinator as to how directly or indirectly and how actively he will be involved. In some schools, for example, the counselors do much of the recruitment or placement in the program. In this case, the teacher-coordinator must work closely with the counselors and not assume that nothing more can be done.

Student recruitment is not a narrow one time type of activity. It is a combination of many factors, circumstances, products, and people. The teacher-coordinator should study the components of recruitment in his own situation and plan or assist in the planning for the most effective use of personnel, time, and resources in recruiting students.

Teacher-coordinators should consider the following factors related to student recruitment. The teacher-coordinator can then utilize these factors and other relevant information to put together an effective plan and process for recruiting students.

1. Develop and implement a strong total program in marketing and distribution.

2. Be sure that the persons who complete your program have met their needs and the needs of the business community.

3. Utilize satisfied students in the process. The "word of mouth" positive assistance by your students and graduates can be one of your most effective tools.

4. Keep the counselors, staff, administration, student body, and business community informed. Sell your program.

5. Utilize promotional strategies. You should consider activities such as:

   a. Displays and exhibits
   b. Career days
   c. Speaking engagements in the community and in high schools
   d. Brochures and bulletins
   e. Personal visits
   f. Articulated projects with the local high schools
   g. Personal involvement in the community--membership in professional business organizations, and participation in community projects.
   h. DECA

6. Plan, don't assume things will happen or be done by others.

7. Many students rely on your catalogue for program and course descriptions. Be sure that these descriptions are doing your program justice.

As a final note, keep in mind that student recruitment is more than just getting numbers in the program. The critical issue actually is that every person who can possibly be served by your distributive education program be fully aware of the opportunities available. You have an obligation to help persons best meet their needs.

CONDUCTING THE STUDENT SURVEY

1. Select the survey instrument to be used.
2. Identify students to be surveyed.
3. Become highly knowledgable of survey form.
4. Outline procedures for conducting survey.
    (a) When to give it?
    (b) In what setting will it be given?
    (c) Type of orientation for students.
    (d) How will results be scored?
    (e) How will results be used?
    (f) What form will results need to be in for me to use them?
5. Secure needed copies of survey.
6. Have students fill out survey form.
    (a) Take plenty of time for discussing and explaining the categorical listings in survey.
    (b) Be sure that students understand how this information will be used. (Elevate their feelings of importance).
    (c) Allow sufficient time for them to make decisions when filling out forms.
7. Score survey forms or have them scored, depending on choice of instrument.
8. Summarize results of survey on the basis of program options.
9. Prioritize results in the order that student choices were given.
10. Use this priority listing in conjunction with similar priority listings for employment data, community survey, follow-up and advisory committee recommendations.

DISADVANTAGED/HANDICAPPED--SPECIAL NEEDS STUDENTS

The distributive education program should carry as one of its priorities the improvement of instruction and educational support for the disadvantaged/handicapped student. Instructors need to work effectively with students with special needs and be able to create environments in which these students can attain the occupational knowledge, skills, and attitudes needed in today's society.

The following questions need to be asked, discussed, and answered by the instructor and other facilitators of learning.

1. Who is the disadvantaged/handicapped student?
2. What are some specific learning problems of the disadvantaged/handicapped student?
3. What are the student's strengths and the student's potential?
4. How is the existing distributive education program meeting the student's specific needs?
5. What else can be done?
6. How can the instructor and others facilitate learning for the disadvantaged/handicapped student?
7. What programs, people, and agencies can provide assistance?

The identification of disadvantaged and handicapped students as they are defined in the Vocational Education Amendments of 1976, require some reasonable judgments on the part of local educators. Persons who need special assistance to succeed in a regular vocational program regardless of the individual's special needs are eligible to be included as a basis for special activities or programs necessary for these persons to attain successful employment. Only those persons meeting the criteria may participate in or receive benefits from the services or assistance provided by the vocational funds allotted for such purposes.

DEFINITIONS

DISADVANTAGED:

Academically:	Student who has low-level or non-reading ability, limited vocabulary, severe spelling deficiency, and who lacks essential basic math skills, and/or lacks basic study skills.
Socio-Economically:	Student from low-income family who has nutritional and other health needs and who lacks adequate finances to obtain the essential clothing, materials, and supplies needed in school.
Culturally Different:	Student who is unable to adequately comprehend written or spoken English. Student's cultural way of life may cause social conflict in the classroom and create a feeling of non-acceptance which may lead to confrontations with the school.

HANDICAPPED:

Blind:	Student whose corrected vision in the better eye is 20/200 or less, or whose visual field is restricted to five degrees or less at 20 feet.
Visually Handicapped:	Student whose best corrected visual acuity is 20/70 or less in the better eye, or student who is unable to attain a level of

	academic achievement commensurate with his ability because of visual defect.
Deaf:	Student whose sense of hearing is nonfunctional for the ordinary purposes of life.
Hard of Hearing:	Student whose sense of hearing, although defective, is functional with or without a hearing aid.
Speech Impairment:	Student whose speech defect is conspicuous, unintelligible, or unpleasant; and it interferes with communication and/or when it causes a maladjustment in the student.
Emotionally Disturbed:	Student who is socially or emotionally maladjusted to the extent that he cannot make satisfactory progress in the regular school program.
Mentally Retarded:	(a) student whose retarded intellectual development makes him incapable of receiving a common school education through regular classroom instruction, but whose intellectual ability would indicate a possible scholastic attainment of third-grade level with the benefit of special instructional methods; (b) student who is competent in all aspects of the school environment except academic.
Chronically Ill:	Student who has physical conditions which result from disease or impairment of any body systems which impede successful functioning in an educational program temporarily or continuously.
Crippled:	Student who has orthopedic conditions or motor impairment, congenital or acquired, and which prevent successful functioning in an education program temporarily or continuously.

TYPICAL DISADVANTAGE CAUSES

A. Poor educational background

B. Home does not provide motivation or education stimulation

C. Environment does not promote skills development

D. Primary language is not language used in school

E. Significant difference in living, language, or moral patterns

F. Lives in a poverty area

G. Family is dependent upon public assistance

H. Residentially or geographically isolated

I. Is undernourished or improperly nourished

J. Has little family income

K. Resides in economically depressed or ghetto area

L. Unsatisfactorily employed

M. Lacks successful models of his own ethnic group

N. Member of a migrant family

O. Undesirable home and/or community environment

P. Lacks exposure to standards for behavior, manners, and the integrity of individuals

Q. Significant difference in values, behavior patterns, and aspirations

R. Disruptive or unconducive home and family conditions

S. Home environment lacks understanding and stability

T. Ethnic difficulties such as language, social barriers, and discrimination

U. Ill health

V. Broken home

W. Out-of-wedlock pregnancy

X. Lacks access to adequate transportation

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COOPERATIVE WORK EXPERIENCE

A PHILOSOPHY

A planned program of cooperative occupational education helps the student to develop an understanding of the meaning of work and thus prepares him for the transition from the educational environment to the realities of employment. Therefore, the most important objective of cooperative work experience is to help students learn the responsibilities of being a satisfied, productive employee.

If we believe that one of the school's primary responsibilities is to identify, develop, and release talent and the value of every individual, we must realize we can do justice to our students only when our educational framework is truly integrated with business and industry, civil and military services, and the community. Seeking help and cooperation outside formal school is necessary if we are to identify the student's experiential base to identify what the student can learn, what the student needs to know, and to help the person learn.

Education must be viewed as a life-long process. Formal schools and their curriculums must provide an easy exit from the school to the world of work, and also an easy return from the world of work as the need arises within each individual. Ideally one's life will be a combination of formal education and work, and one of the primary goals of cooperative work experience is to make the transition from formal education to the world of work a rewarding experience for each student. With this type of experience the student should be better prepared to generously mix education and work as progress is made toward the person's life's goals.

GOALS OF COOPERATIVE WORK EXPERIENCE

The goals of vocational education serve two primary purposes: 1) to develop the individual's skills so as to enhance employability not only when the person leaves school but also throughout his work life, and 2) to provide the opportunity to improve the individual's employment status and earnings and help the person adapt to a changing economic environment. In identifying the objectives of cooperative work experience, these primary goals or purposes need to be kept in mind and expanded upon to correlate the intent of these with basic underlying principles.

SPECIAL CONSIDERATIONS

The decision to include work experience as part of the program should take into account:

a) prior occupational experience

b) nature of the prior occupational experience, and

c) amount of the prior occupational experience.

Because of the above factors the following considerations need to be made:

a) cooperative work experience for some students that includes work adjustment and first-line supervisory experiences,

b) cooperative work experience for some students that includes only first-line supervisory experiences, and

c) some students may not need any occupational experiences during the program.

GENERAL OBJECTIVES

1. Help students to become good citizens and consumers.

2. Help students form healthy attitudes about people and work.

3. Help students make a wise choice of an occupation.

4. Make information about the world of work available to students.

5. Provide for continual assessment of one's abilities, interests, aptitudes, preferences, personalities, and attitudes.

6. Help students learn the nature of the preparation needed for employment in marketing occupations.

7. Help students learn about local opportunities for employment.

8. Provide on-the-job experiences.

9. Provide for and develop an interrelationship between the curriculum and job experiences.

10. Help students recognize the practical value of adequate education prior to and during full-time employment.

11. Help students learn how their future job will depend upon other occupations.

12. Help students be able to adjust to new methods and new demands.

13. Help students gain knowledge of how our business system operates to satisfy our needs and wants.

SPECIFIC OBJECTIVES

1. The student will demonstrate job search techniques such as:

   --developing a personal resume

   --preparing letters of application

   --interviewing procedures

   --developing a prospect list

   --securing a part-time job

2. The student will develop a sense of dependability and responsibility such as:

   --being prompt to class and the training station

   --completing all assigned work on time

   --assuming responsibility for his progress

3. The student will improve ability to get along with other people by demonstrating:

   --patience and tolerance

   --courtesy

   --tact

   --self-control

   --personal grooming

4. The student will be receptive to supervision, which includes:

   --identifying the responsibilities of a supervisor to the organization and to the people under his supervision

   --defining constructive and derogatory criticism

5. The student will develop marketable skills related to his career objectives through participation in the work environment and classroom activities. These skills will include:

- --learning to assume responsibility
- --gaining knowledge and attitudes necessary for successful job performance
- --acquiring good work habits

6. The student will develop an understanding of the world of work by:
    - --exploring fields in which he feels his vocational interests lie
    - --broadening his understanding of working conditions in the world of work
    - --developing a concept of the value of work and the importance of job performance

7. The student will adequately perform all of the following minimum skills required for the occupation, as prescribed by the training station sponsor:
    - --speed of performance
    - --accuracy and quality of performance
    - --neatness of work
    - --ability to give and follow instructions
    - --organization of tools and materials
    - --cleanup and housekeeping appropriate to the skill area

8. The student will have the following appropriate work habits as prescribed by the training station sponsor:
    - --regular attendance
    - --punctuality
    - --acceptance of responsibility
    - --initiative

9. The student will display the following work attitudes as prescribed by the training station sponsor:
    - --respect and loyalty to the employer
    - --positive relationship with others

--accept and offer criticism without malice

--tact and poise

10. The student will demonstrate the following personal characteristics as prescribed by the work station supervisor:

    --appropriate grooming

    --personal cleanliness

    --appropriate clothing

    --appropriate language

    --integrity

ELEMENTS OF COOPERATIVE WORK EXPERIENCE

Cooperative work experience is composed of several key elements. Those elements are included in this section to allow the coordinator to utilize the information as part of a total planning and development package.

Each element has basic rationale statements (justification for this element being critical to cooperative work experience) and goal statements (goals that are critical to the effective implementation of that particular element).

Keep in mind that the cooperative work experience component of your program should be assessed utilizing the criteria in the rationale and goal statements. This process then would be the basis for your 1-5 year plan for cooperative work experience.

The cooperative work experience elements included are:

1. Advisory committee
2. Organization and staffing
3. Training stations and training sponsors
4. Student identification
5. Training agreements
6. Related classroom instruction
7. Training plans
8. Coordination
9. Records and reports
10. Special needs

11. On-the-job evaluation

12. Cooperative work experience element evaluation

Advisory Committee

Rationale:

Advisory committees are essential to successful cooperative work experience programs in providing direction, support and guidance in planning, implementing and overseeing program operation according to the experience and knowledge base. Advisory committees bring the outside world into the classroom and lab and take the classroom and lab into the outside world. This is accomplished by selecting members of the community to assist in bringing education and the community together to make the school a more realistic place for the learner.

Goals:

1. Establish purposes and goals of an overall advisory committee for cooperative work experience dealing with ongoing and projected programs.
2. Identify functions of the committee and priority areas of the district.
3. Establish criteria for committee members and select members according to this criteria.
4. Seek approval from the board for across-the-board experience advisory committees and distributive education advisory committees.
5. Establish operating procedures and meetings.
6. Determine responsibilities of committee members and school personnel.
7. Provide adequate meeting facilities for the committee's use.

8. Establish a communications network to insure dissemination of information to all concerned.
9. Maintain ongoing activities for advisory committee involvement.
10. Assist elected chairperson with any questions or problems that may arise.
11. Make sure the advisory committee members understand the purpose, goals and functions of their committee.

Organization and Staffing

Rationale:

The outcomes of cooperative work experience necessitate hiring instructors and coordinators who are skilled in the occupational areas and familiar with the total cooperative work experience concept. Technical and professional competencies are requirements of cooperative work experience teacher/coordinators to insure appropriate and comprehensive instruction/coordination and utilization of this expertise in the school and business environment.

Goals:

1. Hire competent personnel--those who meet state certification requirements and have education and experience necessary for the identified tasks.
2. Arrange summer business or industrial experiences for instructors or coordinators to improve their understanding of the working environment.
3. Maintain a relevant evaluation process to assure standards are being met for job requirements.
4. Hire resource people for special units of instruction.
5. Utilize community training stations as additional supportive staff support.

6. Identify needed competencies of the teacher/coordinator and provide assistance in upgrading or improving upon these.

Training Stations and Training Sponsors

Rationale:

Cooperation between the school and the employers in the local community is one of the most important elements of cooperative education. Employers will have many different reasons for providing training stations for student-learners; therefore, the teacher/coordinator must adequately supervise employer participation. The success of cooperative work experience is enhanced when the local community becomes a true extension of the school's instructional program.

Goals:

1. Identify procedures for selection of training stations appropriate to specific program and school/community environment.
2. Determine involvement of outside sources--advisory committee, teachers, coordinator, administration, students--in selection of training stations.
3. Select training stations where the nature and extent of the learning experiences are appropriate for program application and cooperation, such as:
    a. Types of occupations: the training station should provide experience in occupations that require both skills and knowledge.

    b. Opportunities for rotation: the training station should provide a wide variety of direct experiences associated with the occupation.

    c. On-the-job supervision: the training station sponsor should be someone competent in the skills and technical aspects of the occupation, in addition to being eager to assist and interested in the training program.

d. Working conditions: the working conditions of training stations should be safe with a good record of accident prevention.

e. Reputation: establishments that furnish training stations should have a good reputation for ethical practices.

f. Hours of employment: a student should be able to receive a sufficient number of working hours at the training station.

g. Facilities and equipment: safe, up-to-date facilities and equipment should be used at the training station site.

h. Training sponsor and student-trainee: good training sponsor and student-trainee relationships should exist at the training station.

i. Accessibility: consideration should be given to the travel time between school and the training station.

j. Wages: consideration should be given to a minimum wage for student-trainees based on that paid other employees of similar experience and training.

4. Identify criteria for selection of training sponsors:

   a. Technical competence

   b. Ability to organize and train

   c. Worthy personal traits and work habits

   d. Ability to communicate and relate to students

   e. Interest and attitude toward training

   f. Willingness to work with coordinator

   g. Ability to work with special need students

Student Identification

Rationale:

Careful identification of students and their proper placement at training stations is critical to the success of cooperative work experience programs. Because of the interrelationship between school and community with the student involved in this program, it is imperative that the identification procedures be carefully analyzed and identified. This process should be closely coordinated with counseling, instructional, and administrative staffs in conjunction with advisory committee recommendations.

Goals:

1. Work closely with counseling, instructional, and administrative staffs in developing guidelines for student identification.
2. Identify criteria necessary for students involved in a cooperative work experience program.
3. Remain flexible to the changing needs of the community, school, and students for identification of those who will participate and benefit from the program.
4. Identify procedures which will facilitate identification as an ongoing process developed in early preparation training.
5. Maintain contact with the student prior to and after selection to assess needs and any problems that may arise.
6. Follow guidelines and procedures developed to meet Federal and State requirements.

Training Agreements

Rationale:

The training agreement is needed to prevent any misunderstandings about program policies and procedures and to clarify the specific responsibilities of the student, training sponsor, parents, teacher/coordinator, and school in the operation of the program. The purposes of the agreement should be carefully delineated to all parties concerned to insure understanding and commitment.

GOALS:

1. Identify commitment and responsibilities of all parties concerned--employer, sponsor, school, and the student--in writing with signatures from each showing evidence of program knowledge.
2. Explain the purpose of the training agreement to concerned and participating individuals.
3. Supply a copy of the agreement to each individual concerned with the training of a particular student.
4. Periodically ascertain the commitment of all parties by evaluating the terms of agreement and how they are being met.

Related Classroom Instruction

Rationale:

If students are to obtain the educational benefits from cooperative work experience education, their job experiences should be supplemented by and correlated with formal classroom instruction (including seminars) on a regularly scheduled basis. Making provision for such instruction is of major importance. As plans are developed, decisions must be made concerning course content, instructional materials, and types of projects to be assigned students. A careful review should be made of the needs of students and employers before the content of related instruction is finally determined to insure correlation and relevancy. The advisory committee should be consulted concerning curriculum and seminar content.

Goals:

1. Develop instruction which is community based, relevant, and practical in maintaining a viable cooperative work experience program element.
2. Develop student-centered instruction based on specific vocational skills, occupational adjustment, and career development capabilities needed by the worker in the occupation.
3. Develop competency-based instruction focusing on the workers in the particular field of interest.
4. Utilize job analysis as a base for course development in specific educational programs.
5. Seek and utilize advice and recommendations from outside sources in addition to school personnel in developing course content.
6. Utilize a variety of resource materials, equipment and personnel in related classroom instruction.
7. Provide methods of instruction that will adapt and suit the needs of the student learner and the subject matter being taught.
8. Provide for guidance of the individual learner within the classroom setting and as part of the daily activities in developing career awareness and preparation.
9. Incorporate a health and safety program for appropriate areas of instruction to emphasize the health and safety of workers through the protection of each individual and improvement of working conditions.
10. Base related classroom instruction on manpower data to provide realistic training for identified local and national needs by securing pertinent and relevant information from appropriate sources.
11. Base the cooperative work experience program element on the needs of the community and students and provide for them in program operation.
12. Utilize community resources to assist in providing opportunities not always possible at the school setting through a cooperative effort between school and community.

13. Constantly review and research changing technology to remain abreast of current innovations and studies.

14. Develop and implement an interdisciplinary approach whenever possible to emphasize the interrelatedness of various subject matters and provide a more realistic and relevant program.

15. Provide for continuity of program operation through joint planning by schools and levels of instruction for comprehensive articulation program.

16. Maintain standards equal or greater than those found in industry to provide individuals with a realistic knowledge and background of expectations they must meet to successfully compete in the job market.

Training Plans

Rationale:

The preparation of a training plan or schedule of experiences for each student is a valuable guide to the teacher/coordinator in determining what types of instruction the student will receive at the training station and in the classroom. In joint planning by the student, training sponsor, and teacher/coordinator, mutual agreement, according to an assessment of the needs of both student and employer, can be obtained. It can then provide all parties with a summary of the competencies to be developed by the student for success in his chosen occupational field and where these competencies will be developed.

Goals:

1. Ascertain the needs and requirements of both the student learner and the training station for career competencies needed on the job (present and future).

2. Provide for an explanation and understanding of the purpose of the training plan by all those concerned.
3. Involve the teacher/coordinator, student and training station sponsor in developing and reviewing the plan.
4. Provide for ongoing updating and revisions that warrant changes to the training plan.
5. Identify, in the training plan, whether the competencies can best be developed through classroom instruction, training station instruction, or through a coordinated effort of both.
6. Determine a logical sequence in which the competencies should be developed by the student learner.
7. Provide for continuous review in assessing achievement of competencies identified.
8. Provide copies of the training plan to those directly involved with the specific competency development.

Coordination

Rationale:

Supervised work experience is a key element in relating the instruction process to the world of work. Coordination of these experiences according to model program guidelines enhances the relationships between all participants and also enhances the total well-being of the individual in adapting to the influences of the dual learning environment. Coordination time for the coordinator should equal approximately one half hour per student per week.

Goals:

1. Strive for harmonious relationships among all groups involved in the cooperative work experience program.
2. Assist in the refinement of the student's career objectives and determination of needed learning experiences.

3. Identify and develop the appropriate training station for the student.

4. Maintain liaison with the school and training station regarding the training agreement and pertinent and related matters.

5. Orient the training station sponsors to specific obligations and program operations.

6. Make evaluative visitations to the training station to determine if appropriate learning experiences are being provided.

7. Carry out needed community public relation activities.

8. Assist in the development and implementation of the placement and follow-up elements necessary for a successful program.

9. Assist students on a group or personal basis regarding guidance and advice for career opportunities and job-related problems.

Records and Reports

Rationale:

All coordinators should keep complete and continuous records of each student's job performance and performance in seminars and classes in which instruction, related to the job, is received. Such records are based on reports made by training sponsors, teachers, coordinators, and students. The success of a cooperative work experience program may depend upon the adequacy and regularity with which reports are made and the system by which records are maintained.

Goals:

1. Maintain an ongoing system of record-keeping for all pertinent reports and records identified as necessary by state, federal, school and/or training station.

2. Maintain up-to-date files for all reports and records on each student.
3. Review and update forms used for reports for any changes that might increase efficiency or utilization.
4. Complete reports and records according to deadlines given or specified.

Special Needs

Rationale:

Cooperative work experience should provide for the special needs of students, including disadvantaged and handicapped, in the ongoing programs. Realistic and relevant education is enhanced by identifying these needs and providing for them in the curriculum.

Goals:

1. Identify special needs students in the school.
2. Define special cooperative education training needs of these students.
3. Seek additional funding to provide for supplies, facilities, and equipment to meet their needs.
4. Seek advice from individuals knowledgeable in the needs of these students.
5. Utilize all agencies, community assistance, and school staff.
6. Incorporate disadvantaged and handicapped students into regular programs.
7. Utilize special or specific devices (testing) to aid in identification of special need students.
8. Develop supplemental aids in both vocational and academic curriculums.
9. Provide staff in-service to prepare them to assist these students.

10. Develop positive teacher attitudes towards working with special need students.

11. Utilize advisory committee input and recommendations.

On-the-job Evaluation

Rationale:

Evaluation of the student's work at the training station site is important in ascertaining strengths and weaknesses and the need for additional training or refinement. Those most familiar with the student's work should provide an assessment of it on a regular, systematic basis in cooperation with the coordinator and the student. This evaluation provides an opportunity to observe facets of the student's performance that should be corrected or improved and, in turn, to devote time either in class or in personal school conferences to accomplish necessary improvements.

Goals:

1. Coordinate evaluation of the student learner's achievement at both the training station and in the classroom.
2. Provide appropriate forms for use by the training station sponsor for evaluation of achievement and progress in training plan.
3. Identify an objective method of assessing the reports or evaluative instruments.
4. Allow for subjective judgment of the employer or sponsor to be expressed and explained to the student.
5. Provide for review or discussion of the student's progress in the program and at the training station.
6. Allow for student appraisal of the program.

Cooperative Work Experience Element Evaluation

Rationale:

Ongoing evaluation of the total program operation is a necessary element for a successful cooperative work experience program. Evaluative processes based on program goals and objectives and involving students, staff, and advisory personnel can strengthen programs and provide direction for future efforts.

Goals:

1. Develop local evaluation processes involving teachers in the service areas.
2. Provide for outside evaluation with personnel from the State Department of Education, universities, and other qualified personnel.
3. Involve advisory committees in visits and evaluations of total program operation.
4. Base evaluations on established goals and objectives.
5. Survey students and graduates to gain their point of view of program operation and success.
6. Conduct an ongoing follow-up system to ascertain success and needed changes of meeting the needs of the students during school and after graduation.
7. Seek cooperation of employers of graduates and current students in assessing programs.
8. Provide for an instructor's self-evaluation and program evaluation.
9. Utilize observation of students at training sites as one measure of program evaluation.
10. Utilize both informal and formal evaluation procedures in analyzing:

a. aims and objectives of the program
b. effectiveness of the coordinator
c. training stations
d. classroom instruction
e. advisory committee
f. public relations
g. records and reports
h. student follow-up and placement
i. cooperative work experience program components

ADMINISTRATIVE/COORDINATOR STRUCTURE IN COOPERATIVE WORK EXPERIENCE

There are many factors in each community college and AVTS that dictate the personnel structure for administering and coordinating cooperative work experience. The information that follows is one option to consider in a department and/or school when the expansion of cooperative work experience dictates that several persons and programs are involved.

A coordinator/manager or coordinator/director would be employed to perform the following functions in cooperative work experience:

1. Job site surveys
2. Identification of students in cooperation with coordinators and instructors
3. Control of files
4. Insurance details
5. Draft training agreements
6. Conduct student interviews
7. Identify potential training stations
8. Orient employees to cooperative work experience
9. Provide or coordinate staff inservice
10. Schedule staff/coordinators with related seminars and students from their specialty areas for seminars and visitations.
11. Oversee continuity in cooperative work experience processes and procedures.

The teacher-coordinator would be responsible for the following functions:

1. Training plan development and implementation
2. On-site visitation or coordination calls
3. Related weekly seminars for students assigned to his responsibility
4. Evaluation of students
5. Completion of reports and other activities as designated by and for the coordinator/manager or director
6. Regular related classroom instruction

ALTERNATIVE PLANS OF COOPERATIVE WORK EXPERIENCE

There are several ways to arrange cooperative work experience in the post-secondary distributive education program. Four effective approaches which are used are cited here.

1. Concurrent plan
2. Alternating semester plan
3. Summer session plan
4. Variable semester plan

1. CONCURRENT PLAN

In this plan, the student is employed in cooperative work experience while participating in the academic program. If the student is taking a full course load, the cooperative work experience is usually on a part-time basis of approximately 270 hours per semester. Since many students must work full time while pursuing their academic work, the cooperative work experience may be classified as full time and the course work extended over a longer period of time accordingly.

A majority of students in this plan will enroll in classes in the morning and do their cooperative work experience during the afternoons, evenings, and weekends.

2. ALTERNATING SEMESTER PLAN

In this plan the student will attend classes full time one semester and then be employed full time in cooperative work experience the following semester. For example, the student will attend classes during the first semester, participate in full-time cooperative work experience during the second semester, attend classes during the third semester, participate in full-time cooperative work experience during the fourth semester.......

This plan might be considered for the programs located in sparsely populated areas with limited employment opportunities. This plan is also utilized for those students who need specific preparation before employment.

3. SUMMER SESSION PLAN

In this plan the student receives work-related cooperative work experience during the summer semester period. Since the student normally is enrolled for only cooperative work experience and a related seminar, the employment would be on a full-time basis.

This option should be considered by all schools but in particular for the programs located in sparsely populated areas with limited employment opportunities.

4. VARIABLE SEMESTER PLAN

In this plan the cooperative work experience of the student will vary according to several factors. These factors include the type of distributive education program, prior experience, and strength of the in-school curriculum.

Two examples of this plan are as follows:

A. Food Marketing or Fashion Merchandising or Retail Marketing	Cooperative work experience during the 2nd 9 weeks of the first semester and during the summer. No 2nd year cooperative work experience.
B. Livestock Management	1st Semester Regular Classes for 9 weeks Cooperative Work Experience for 6 weeks Regular Classes for 3 weeks 2nd Semester Regular classes for 10 weeks Cooperative Work Experience for 8 weeks.

Other variations are possible and are encouraged. The student's needs and program and location capabilities are essential considerations.

TRAINING PLANS

There is much discussion about the importance of well-planned, on-the-job learning experiences and correlating these experiences with related instruction in the school's program. Although few persons will not defend a training plan concept, relatively few teacher-coordinators utilize training plans to the degree they should with each of their cooperative work experience students.

This section includes key points to consider about training plans:

1. Defining the training plan
2. Defending the utilization of training plans
3. Selling the training plan to all concerned parties
4. Identifying the basic components of a training plan
5. Utilizing and implementing existing training plans
6. Developing and implementing a training plan

1. DEFINING THE TRAINING PLAN

1. A written inventory and working schedule of the knowledges, attitudes, and skills required for successful employment in the chosen career of the student.
2. A planned program tying together related school and community experiences.
3. A plan to meet each student's individual needs.

4. A progression of experiences and learning activities which the student is expected to have for optimal preparation for his career goal.

2. DEFENDING THE UTILIZATION OF TRAINING PLANS

It is always best to promote an idea from a positive position. However, not everyone understands and/or subscribes to the use of training plans in work experience education. Therefore, some of the more common "pros and cons" frequently encountered are herein listed.

PROS

1. An organized plan of learning experiences.
2. A written inventory of the learning experiences.
3. A reference for what to teach in related school work.
4. A vehicle to encourage the training sponsor and student to maximize the learning opportunities.
5. A reference for coordinator and training sponsor sessions after the student is placed.
6. A tool to promote better student motivation,
7. A process that provides each party with the opportunity for maximum involvement,
8. Any educational program ought to have a plan if credit is to be given for the experience.

CONS

1. Too much extra paperwork is involved for the coordinator and training sponsor.
2. Training sponsors don't have the time to spend on developing the plan,
3. The plan is too structured and inflexible,
4. The employer does not want to be told what to do,

5. The coordinator doesn't have the time to develop a plan for every student.
6. The student doesn't want to be told what to do.
7. The training plans are too long to use.
8. The plans are nice but not necessary.

The "cons" are only objections and are made many times by those persons who do not understand training plans. The "cons" should not be accepted as reasons for not using training plans. You should be prepared to overcome these objections.

3. SELLING THE TRAINING PLAN TO ALL CONCERNED PARTIES

There is one over-riding selling point that works virtually everytime with each party involved. One has merely to ask the question, "Do you believe an educational program for students ought to have a plan?" Rationally, no one can deny the provision of a plan for the students and their educational experiences.

Therefore, it is not so much a problem of mentally accepting the concept, though with some people this is not easy, but rather for people to see why they should actively support or be involved in the process.

The following are some specific selling points addressed to each potential participant or supporter.

Student

1. The focus of the training plan and program is on the career goal or interest of the student.

2. It promotes an ongoing evaluation of where the student is before the work experience, during the program, and at the completion of the program.

3. Regular feedback is provided to the student, teacher, and training sponsor.

4. A plan for supervision is built into the program.

5. A variety of experiences is more readily assured.

6. Student achievement is recognized.

7. The student gains security through a planned program.

8. The student has a "built-in" job reference.

Employer

1. The program is clearly defined. School curriculum, student competencies, information, and interests, and program time lines are outlined.

2. The training sponsor becomes a "field faculty" member of the staff and is thus much more involved at the beginning and throughout the program.

3. The training plan is an evaluation tool.

4. The training plan is a communication tool to both coordinator and student from the training sponsor.

5. The task analysis part of a training plan can be of value to the employer in assigning or reviewing responsibilities to regular employees.

6. It is evidence to the employer of the commitment of the school and the student to a quality program.

Teacher-Coordinator

1. The training plan serves as a guide in relating work experience to the classroom instruction.

2. It is a strong selling tool in promoting planned work experience education to students, employers, and administrators.

3. It provides an objective means of evaluation.

4. It fits well into a competency-based instruction program.
5. The training plan enables the coordinator to be specific and best use the employers time as well as his own during coordination visits.
6. It is a flexible and current working plan.
7. It acts as a screening device in obtaining good training stations.

Administrator

1. The training plan provides a basis for accountability in the whole program.
2. It improves school-community relationships.
3. It acts as an aid in guaranteeing that input has come from the student, sponsor, and coordinator.
4. It is a demonstration that the education is planned to meet individual and community needs.

4. IDENTIFYING THE BASIC COMPONENTS OF A TRAINING PLAN

1. Personal data - top of page

   Include the name of the student, name of the firm and training sponsor, and telephone numbers of both the student and training sponsor. Also list the career area or specific occupation as it applies to the student's situation.

2. Format - One that is workable and attractive.
3. Competencies - Identification of competencies.
4. Activities - How will the outcomes be achieved? Where and when will they be achieved?
5. Evaluation - A means of measuring how well the outcomes were achieved.
6. Flexibility - Provision for teacher-coordinator, student, and training sponsor input initially, and in an ongoing modification of the plan as needed.

5. UTILIZING AND IMPLEMENTING EXISTING TRAINING PLANS

There is a tendency for many persons to either discard existing training plans and start from scratch or to use verbatim existing training plans. You should be careful with either approach. The following are some steps for the coordinator in utilizing and implementing training plans already available.

1. Start with a career interest of the student. The training plan must be student centered.
2. Utilize an existing training plan only if it is closely related to the student's career interest.
3. Meet with instructors in the student's career area to review the existing training plan and make necessary deletions, changes, and additions.
4. Meet with the student to add or change any knowledges, attitudes, or skills which should be pursued. The student may simply endorse or emphasize most of the competencies already stated.
5. Meet with the training sponsor to review the existing plan and add, delete, or modify accordingly.
6. Review the modified training plan with the student, training sponsor, and instructor to point out changes and give each person a copy.
7. Collect a weekly production record of some type from each student to transfer onto the training plan to keep it current.
8. Keep other instructors informed of the student's progress on the job.
9. Keep informed of the student's progress in class.
10. Maintain an awareness of the current status of each student's progress. Mark the appropriate column in the plan as each student completes a competency or task.

11. Visit the training station at least three times per semester and review the student's progress on plan of training. Use the plan to prepare for the visit.

12. Review the training progress with each student every other week or as regularly as possible. Small group and individual seminars should be conducted for this specific purpose.

13. In evaluating student performance for grading purposes, the coordinator elicits input from the training sponsor and instructors in the student's career field, but the coordinator assigns the final grade.

14. Modifications may be made as an ongoing part of the training of a student. However, any changes should be agreed to by all parties and communicated to each party when such changes are finalized.

15. Keep a copy of each training plan on file for possible modified use the next year.

6. DEVELOPING A TRAINING PLAN

1. Determine a format to be used. (Sample on page 139)
2. Include personal and business data at the top of form.
3. Determine the career interest of the student - broad and specific - and list on the front page.
4. Determine common knowledges, attitudes and skills for all students, then determine the specific competencies necessary in the student's career area.
5. Meet with each student to determine what additional knowledges, attitudes, and skills are needed and add these to the training plan.
6. Review the final plan with the student, instructor, and training sponsor and make any necessary changes.
7. Follow steps 7 - 15 previously listed under Utilizing Existing Training Plans in carrying out the implementation of the plan.

TRAINING PLAN

Dates____________________

USOE ____________________

Job Title____________________

Student____________________

Business____________________

School____________________

Level of Achievement

1. Observed
2. Performed satisfactorily with supervision
3. Performed satisfactorily without supervision
4. Did not perform task

Job	Specific Tasks	OJT	Class	DECA	Level of Achievement				Time Line	
					1	2	3	4	OJT	In School

ESTABLISHING TRAINING STATIONS

Approval and adoption of a training station should be based on mutual understanding and agreements among the employer, the coordinator, and the prospective student-trainee. Everyone concerned must understand that the training station is to serve primarily as a training medium rather than merely as an opportunity for remunerative employment for the student or an employer to gain part-time help. Experience gained at the training station should, therefore, be expected to contribute significantly to the development of knowledges, skills, and attitudes which are needed in the occupation for which the individual's training program is designed and which further the student's career objective.

STEPS IN ORGANIZING TRAINING STATIONS

By the time an employer has decided to participate in the cooperative program, this person should be fully aware of the objectives and procedures of the program. A training plan for the student should be developed, and a person should be designated as the "sponsor" of the student-trainee. The employer may carry out this sponsorship function, although often a departmental supervisor or an experienced employee has more time and will work more closely with the distributive education student. Advisory committees can often be involved with the selection and approval of training stations. Before an employer interviews students for possible employment, the coordinator should explain at least the following responsibilities and conditions regarding training stations:

1. That cooperative work experience is part of a distributive education program and that the firm will be asked to help the student-trainee.
2. That the employer/training sponsor is considered a partner in the program of training and should assist the school by providing planned occupational experiences and on-the-job instruction.
3. That training stations are to provide a suggested number of hours of employment per semester during the school year, according to standards set by the program.
4. That a monetary wage, according to state or federal wage laws, will be paid all student-trainees and that this amount may be increased proportionately to their productivity.
5. That candidates for cooperative work experience employment have had career counseling at the school during which they have determined career goals.
6. That the student-trainee is enrolled in related classes and the cooperative work experience seminar/class at the school, and that these experiences relate to the student's work activities and occupational objectives.
7. That the student-trainee should have opportunities to move from one specific job activity to another in order to gain various experiences leading to the occupational goal in distributive education.
8. That the student-trainee should be placed in the same employment status as that of other employees in matters of social security, insurance, and labor laws (union contracts should be checked).
9. That the coordinator will visit the student-trainee, observe job performance, suggest to the employer or the sponsor sound methods of on-the-job training, and determine the job activities to which classroom instruction should be related.
10. That periodic evaluations based on the job performance of the student-trainee will be made by the employer or the sponsor and reported to the coordinator and student.

TRAINING STATION DATA FORMS

The Training Station Data Form that follows on pages 143-144 is a tool that is used to determine the profile of a training station. This profile includes relevant information about the training station that can be used to match student interests and qualifications with work experience opportunities. This data form should be kept on file and updated periodically so that information about training station's status and availability is always current and readily accessible.

TRAINING STATION DATA FORM

DATE: ____________________ OE CODE ____________

COMPANY NAME: __________________________ PHONE: __________

ADDRESS: ______________________________

EMPLOYER'S NAME: ________________________

PERSON TO WHOM TRAINEE REPORTS: ______________________

TRAINING STATION: ________________ COMPANY DEPT.: __________

JOB DESCRIPTION: ______________________________________

____

____

SKILLS, KNOWLEDGE, ABILITIES NEEDED: ________________________

____

SPECIAL INSTRUCTIONS (CLOTHING, PHYSICAL TRAITS, ETC.):

____

HOURS OF WORK: ______________ STARTING WAGE: ______________

PRE-EMPLOYMENT PHYSICAL REQUIRED? YES NO

OTHER: ____

____

TRAINING STATION DATA FORM Page 2

RECORD OF CONTACT BY COORDINATOR

DATE	TYPE OF INTERVIEW (Initial, Follow-up, etc.)	REMARKS	INTERVIEWER

STUDENT INFORMATION AND ASSIGNMENT RECORD

STUDENT NAME: ____________________ OCCUPATIONAL GOAL: __________

HOME ADDRESS: ____________________________ PHONE: __________

DATE STARTED WORKING: ____________ STARTING WAGE: __________

SUPERVISOR COMMENTS: ______________________________

____

TERMINATION DATE: ______________________________

ENDING WAGE: ______________________________

EVALUATION OF TRAINEE: ______________________________

COOPERATIVE WORK EXPERIENCE
COORDINATION COMPETENCIES

Competencies needed to perform the critical tasks in the coordination function, including selection of training agencies, placing students, evaluating student progress on the job, and coordination theory and practice. (Crawford)

A. Knowledge

1. Of the types of on-the-job learning activities and participation experience that will assist the students in developing competencies needed to advance toward their career objectives.
2. Of the numerous training materials which students can obtain from training stations for class use.
3. Of methods of relating classroom instruction to actual on-the-job situations the students encounter.
4. Of methods of developing a training plan for each student to assure learning experiences either on the job or in project activities.
5. Of federal and state labor laws pertaining to distributive education students.

B. Understanding

6. That if the on-the-job training phase of the program is to be most effective, certain agreed-upon policies must be set up to best attain this goal.
7. That classroom instruction, to be effective, should be based on knowledge, understanding, skill and attitudes required to perform work effectively in the field of marketing.
8. That the employer should appoint a person to serve as a training sponsor for the cooperative student.
9. That the teacher-coordinator should work with the training sponsor in planning a series of on-the-job learning experiences for the cooperative student.
10. That a variety of procedures is necessary in order to work effectively with different management and organizational policies.

11. That management policies and the organizational pattern of each training station affects coordination; attitude of the firm toward student employment; the amount and type of on-the-job training a student can expect to receive and training sponsor selection.

12. That through coordination visits, many examples can be secured to illustrate principles to be taught in the classroom.

13. That a training plan should serve as a guide to the employer, the student and school in order to provide learning experiences which will develop competencies needed for the student's success in his/her chosen career.

C. Skill

14. Ability to select and maintain Training Stations that provide the best possible training for individual students depending on their needs and vocational goals.

15. Ability to plan, direct and evaluate various participating experiences which focus on activities in distributive education and decision-making situations in business and industry.

16. Ability to design projects and other activities which will provide learning experiences for students who are not in the cooperative program.

17. Ability to successfully conduct conferences with training sponsors, with personnel directors and other personnel and parents.

18. Ability to critically observe students at their jobs as one means of effective coordination.

19. Ability to select and interpret technical information to answer the questions of local business personnel.

20. Ability to interpret current trends of business operation through observation and conferences with businessmen.

21. Ability to determine when a student is adequately prepared to seek a part-time job in distributive education.

22. Ability to identify appropriate part-time or full-time employment situations for each student.

23. Ability to evaluate the student's cooperative work experience and related instruction based on competency development.

24. Ability to direct the DECA organization as an integral part of the total program.

D. Attitude

25. A belief that in selecting Training Stations for cooperative work experience students, every effort should be made to select those most likely to provide occupational and educational opportunities in keeping with the students' capacities, interests and goals.

26. An awareness of the important role the training sponsor can plan in assisting the trainee toward his/her occupational objective.

27. A belief that training must be provided to the sponsor if he is to share in the education of young people.

28. A belief that training sponsors of cooperative work experience students should be oriented to their responsibilities in providing real-life learning experiences for students on the job. This includes periodic evaluation of the student's occupational experience.

29. A conviction that the teacher-coordinator should build and maintain harmonious relationships among all groups involved in the distributive education program.

30. A conviction that only through regular coordination visits can the program's responsibility to the students and the business community be most effectively achieved.

31. A feeling that, since student, employer and teacher-coordinator will be involved in making the on-the-job training beneficial, ALL THREE should work together in planning on-the-job learning experiences.

32. A sensitivity to all signs which may indicate a lack

of progress toward the student's goals. These clues may include absences, tardiness, lack of interest, motivation, etc.

33. A conviction that, as a training specialist in distributive education, the coordinator should possess (1) adequate and up-to-date knowledge of his field and (2) the ability to locate sources of information to questions.

34. A belief that, to be most effective, classroom instruction for cooperative students should be directly related to actual on-the-job needs and situations.

35. A belief that effective coordination activities provide an opportunity for the teacher-coordinator to help keep his occupational knowledge up-to-date.

36. A belief that the program should be sensitive to changes in practices and procedures as they are affected by societal, economic, technical, and educational developments, and adapt to such changes.

37. A belief that many students need supervised occupational experiences as well as correlated instruction in the skills, knowledge and attitudes of their occupations in order to make them more intelligent and productive participants in economic life.

38. A belief that the distributive education program should serve the needs of both the individual student and the business community.

39. A conviction that classroom instruction can and will help a student to perform more effectively on the job.

COORDINATOR'S VISITATION REPORT

The coordinator's visitation reports (see pages 150-51) are designed to be used with each coordination visit. By completing this form, the coordinator will be more inclined to maximize the coordination time to the fullest benefit to the student, training sponsors, and coordinator. An added benefit is that the coordinator will be able to provide administrators, teachers, and other personnel evidence related to what is being accomplished during coordination time.

COORDINATOR'S VISITATION REPORT

Business______________________________ Trainee______________

Person Contacted_______________________ Position__________

Date__________________________________ Time______________

Points to Observe: COMMENTS

1. Conditions surrounding place of business.
2. Attitude of workers toward coordinator and trainee.
3. Specific operations in which trainee is engaged.
4. Immediate related subject matter needed.
5. Personal appearance of the trainee.
6. Apparent interest of trainee in work.
7. Apparent interest of person contacted in trainee.
8. Miscellaneous information and comments.

COORDINATOR'S ITINERARY AND PLANNING SHEET

NAME: ______________________ PROGRAM: ______________________ DATE: ______________________

DATE	STUDENT (S) INVOLVED	PURPOSE OF CALL	LOCATION AND TIME	INDIVIDUALS TO BE CONTACTED
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				

CODES: (To be used when listing Purpose of Call)

1. New Placement
2. Regular Follow-up
3. Evaluation
4. Specific Problem
5. New Training Station Inquiry
6. Training Plant Development
7. Club Activities
8. Public Speaking Engagement
9. Other

cc: To Division Directors Office

TRAINING SPONSOR DEVELOPMENT

The success of a student's on-the-job training depends on the opportunities available at the training station and how effective the training sponsor is as a supervisor. The training sponsor, as used in this context, is the person(s) who has direct supervisor responsibility for the cooperative work experience trainee.

Too often it is assumed that the training sponsor knows how to effectively work with the cooperative work experience students. In many cases, though, the sponsor needs to be assisted in this role. The assistance can be provided by the coordinator. This is sponsor development.

There are basically three avenues of sponsor development.

1. Individual coordinator contact and meetings with the sponsor.
2. Written communication--brochures etc.
3. Group sponsor development seminars.

The critical factor in sponsor development is that a total plan for meeting sponsor needs be established. This plan should include what must be done and how these sponsor needs can best be met. All of the avenues of sponsor development listed above must be considered and interrelated. Sponsor development cannot be limited to individual contact.

As the coordinator studies the sponsor's training needs, this person will find, for example, that there are many questions and topics that must be considered with each new sponsor.

Each returning sponsor must be given information that is similar in nature. Further study will reveal that if all of the sponsors are brought together, several aspects of preparing the sponsor can be accomplished at one time. Not only would coordinator time be saved, but the impact may be greater when the sponsors are together reinforcing each other.

This leads to the group sponsor development program which should be considered by every coordinator in addition to individual contact and written communications.

GROUP SPONSOR DEVELOPMENT

The training sponsor's role as a supervisor of the cooperative work experience student can be made more effective through special preparation. It is the coordinator's responsibility to see that this goal is achieved.

Most coordinators depend on individual contacts and written communication to inform and assist the sponsor. Others may do very little to actually help the sponsor do an effective job with cooperative work experience students. The goal of a group sponsor development program is to improve the effectiveness of the training sponsor through seminars or clinics in which most or all of the sponsors participate together.

The advantages of the group sponsor development program are:

1. Better sponsor preparation in supervision will increase the chances of success for the student and will carry over to the other workers in the firm.

2. More business people will have a better knowledge of the cooperative work experience efforts.

3. The sponsor gains more visibility and prestige.

4. The students are directed by more interested and better-trained supervisors.

5. Coordinator visitation time may be less time consuming and more effective because of the increase in efficiency in the sponsor's role.

6. The chances of overall success of cooperative work experience and the total distributive education program are marketably improved when the training sponsor understands his role and has the preparation and desire to do the job.

Some guidelines for organizing a group sponsor development program are:

1. Develop specific objectives to be met during the group sessions.
2. Establish an organizational plan.
    a. Set up an agenda.
    b. Determine location, time, length of meeting.
    c. Determine who will be invited to the meeting besides the sponsors--owners, students, administrators, etc.
    d. Establish a sound process to insure sponsor attendance.
    e. Determine the budget.
    f. Establish plans for follow-up.
3. Other considerations:
    a. Make sure that the meetings are worthwhile.
    b. Involve sponsors and advisory committee members in planning and implementing the program.
    c. Have a definite agenda and stick to it.
    d. Don't overcomplicate the process so that it becomes overwhelming. The result of an overzealous effort in group sponsor development is that usually little or nothing is done.

In summary, ask yourself, "What have we done to help our training sponsors do the best job possible with our students? Is this enough or could we do more?" You may find that the real weak link in your cooperative program can be strengthened through a planned sponsor development process.

GUIDELINES FOR COOPERATIVE WORK EXPERIENCE AND THE RELATED SEMINAR IN THE COMMUNITY COLLEGE

The cooperative work experience student is required to participate in a related seminar. This seminar provides the student with the opportunity to tie personal, instructional, and on-the-job experiences together and to develop competencies needed to meet career objective.

The following guidelines should be considered for the cooperative work experience related seminar:

1. Combine cooperative work experience and the related seminar under one title such as Occupational Internship, Field Experience, or Cooperative Work Experience.
2. Establish a credit system that would allow a student to earn 1 semester credit for approximately each 90 hours of work experience and related seminar activities.
3. The credit for cooperative work experience should be 2-5 credits per semester depending on the program and hours work.
4. The maximum cooperative work experience credits earned by a student in the two-year program should be 10 semester hours.
5. Special consideration should be given to the alternative plans of cooperative work experience so as to maximize the student's learning experiences and credit earning potential.
6. The related seminar should be conducted by the teacher-coordinator (person teaching in the students' area of study and making visitations to the placement sites.) If students from different major areas of study (agriculture, health, business, etc.) must be in the same seminar then the seminar instructor should be the person(s) responsible for making cooperative work experience visitations.
7. A maximum cooperative work experience student load level should be established for each teacher-coordinator. A recommended formula is one load

credit for each 6 students in cooperative work experience, a 20% teacher-coordinator load factor for each 12 students, and a maximum of 60 cooperative work experience students per full-time teacher-coordinator.

8. The related seminar content should be developed and organized to maximize student benefits (sample seminar outlines are contained on pages 158-160 of this document.)

COOPERATIVE WORK EXPERIENCE
CURRICULUM OUTLINE FOR THE RELATED SEMINAR

This curriculum outline is used in a community college cooperative work experience seminar that includes marketing mid-management students and students from other fields.

Orientation

Suggested Topics/Activities:

1. Purpose of the program
2. Completion of records
3. Create atmosphere for group interaction
4. Grading and evaluation

Employment Preparation

Suggested Topics/Activities:

1. Steps in making job change or promotion
2. Where to look for jobs
3. Preparation of application form
4. Why people aren't hired
5. Qualifications desired by employer
6. Resume
7. Interview (types of interviews and follow-up evaluation)

Self Assessment

Suggested Topics/Activities:

1. Attitude measurement
2. Aptitude tests
3. Positive attitudes

4. Self-evaluation techniques
5. What is personality
6. Personal effectiveness

Public Relations (Consumers)

Suggested Topics/Activities:

1. Importance of good human relations
2. Negative attitudes affecting job performance
3. Handling difficult situations
4. Specific problems dealing with customers

Evaluation of the Program

Suggested Topics/Activities:

1. Student questionnaire evaluating the program at the end of each unit
2. Evaluation of student growth

Orientation

Suggested Topics/Activities:

1. Purpose of the program
2. Completion of records
3. Create atmosphere for group interaction
4. Grading and evaluation
5. Job objectives

Social Security and Employment Records

Suggested Topics/Activities:

1. Payroll deductions
2. Workman's Compensation

3. Unemployment insurance
4. Benefits (health insurance, vacation, education)
5. Unions

Co-Workers Relationships

Suggested Topics/Activities:

1. Negative co-worker attitudes that affect your job
2. How to get along with others
3. Understanding co-workers

Employer-Employee Relations

Suggested Topics/Activities:

1. Negative activities that affect the job
2. Progress on the job (raises and promotions)
3. Employer expectations
4. Employee expectations
5. Appraisal interview

Career Information and Vocational Planning

Suggested Topics/Activities:

1. Potential for growth on the job
2. Employment trends
3. Educational requirements
4. Vocational opportunities
5. Counseling (in school, employment agencies, and library.)

Evaluation of the Program

Suggested Topics/Activities:

1. Student questionnaire evaluating the program at the end of each unit

2. Evaluation of student growth

Other Suggested Activities

1. Student develop case problem
2. Job description (requirements, advancement, pay, etc.)
3. Share information from resource material with other students (small group or panel format)

SECTION IX

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA)

CONTENTS

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DISTRIBUTIVE EDUCATION CLUBS OF AMERICA
POST-SECONDARY LEVEL

DECA is a national organization operating in post-secondary institutions to attract persons to careers in marketing and distribution.

The purposes of DECA are (1) to develop respect for education in marketing and distribution which will contribute to occupational competence and (2) to promote understanding and appreciation for the responsibilities of citizenship in our competitive enterprise system.

DECA is available for the students who are preparing themselves for careers in marketing and distribution.

The DECA Handbook should be obtained and utilized as the guide for organizing and implementing DECA at the local level. The handbook contains information such as the bylaws, objectives, competitive activities, and other aides for the advisor, student, and chapter. The state DECA advisor is also available to provide assistance and direction for the local chapter.

DECA IN THE TOTAL PROGRAM

The total distributive education program is composed of several tools to help the student attain his goals in marketing and distribution. Such tools include classroom instruction, laboratory and simulation activities, cooperative work experience, and DECA. DECA is a recognized instructional technique that should be utilized as an integral part of the distributive education program. DECA is the vehicle to provide the students with opportunities for leadership development and human development and as such should be implemented to reflect the goals and objectives of the student and the program.

DECA is a distinct entity in the total program and should not be hidden under the management seminar umbrella. This instructional tool should be established as a separate credit course open to all students who are interested and can benefit from the purposes, objectives, and activities of the organization. The goals, objectives, course outline, and course approval guidelines are included in this document to assist you in this effort (see pages 174-179).

DECA MARKETING PROJECTS

Various marketing projects are conducted to help develop competencies in marketing a real product to raise funds for the DECA chapter. These funds are used to help students participate in local, state, regional, and national functions that provide direct benefits for these students in fulfilling their career objectives.

Many DECA advisors feel that this area is frustrating, particularly if the fund raising activities and results are minimal. If the advisor remembers that this is an important learning experience and uses it as a teaching tool, its effectiveness and success will be increased. Marketing competencies learned in the class should be used in marketing projects. Aides are provided for you in this section.

Whatever project or projects are selected, all students and advisors should give prime consideration to the instructional value of the activities in addition to the monetary rewards. Every attempt should be made to develop and conduct projects that will allow students to develop and refine the competencies related to their career objectives.

The students might consider the 4 P's of fund raising activities--Purpose, Process, Pride, and Profit. Some additional considerations for fund raising activities are:

1. Concentrate the project into a short but workable time table.
2. Plan well.
3. Organize and implement for maximum effect.
4. Encourage activities that are fun as well as educational and profitable.
5. As the advisor, provide the students with the direction needed, but be sure that it is their project.
6. Keep an accurate profile of the activity including a final evaluation so that if used in the future, the project can be improved upon.

This list includes a few of the fund raising activities that have been conducted in post-secondary DECA chapters.

1. Decorate a shopping center during Christmas or on other special occasions.
2. Management of concession stands.
3. Conduct inventory for businesses.
4. Fashion show
5. Fruit sales

6. Sell signs to other organizations in the school.
7. Sell signs to local businesses.
8. Organize and sponsor management seminars.

DECA ADVISORS

The role of the advisor is critical in DECA. The advisor must provide leadership, direct activities, and share in the joys and frustrations of the members. The advisor must be willing to devote time to this function in the program and believe in the true values of DECA. Those who have experienced involvement in DECA will probably not have a distributive education program without a DECA chapter. Those who have not worked with DECA must accept the challenge, seek the necessary outside assistance, and move forward with the students in the organization.

If you are the only instructor in the program, the advisor role falls on your shoulders. But this does not mean you must do it alone. Seek and obtain the support and assistance from the department, institution, community, and state.

If there is more than one instructor in the program in your institution, then the following recommendations are for you:

1. All distributive education personnel should be involved in DECA. The attitude that it's yours and yours alone should not be tolerated.

2. Rotate prime advisor responsibilities each year. Staff member A is the head advisor one year, staff member B the next year, etc. A critical factor here is that all non-prime advisors are still involved. One method of total involvement is that all staff members are assigned DECA students to work with in their preparation for competitive activities.

3. Each staff member should incorporate DECA into his instructional areas.

4. Obtain inservice instruction especially for those staff members who are not at all familiar with DECA. Help them understand the value of the organization to the student, institution, and community.

DEVELOPING AND IMPLEMENTING A DECA PROGRAM OF WORK

Chapter activities most effectively supporting the real purposes of the distributive education program tend to give the greatest meaning to the individual and the chapter. The success of any DECA chapter might be summarized with the words "plan your work--work your plan."

A program of work will not just happen. It has to be given careful consideration, written, and executed if it is to be beneficial. The following criteria should be considered in developing the chapter program of work.

A. It should be an outline of activities covering a definite period of time.

B. It should include:

   1. Specific goals
   2. Methods to attain goals
   3. Definite methods of evaluation

C. It should be established within the identified areas of civic, social, vocational, and leadership development.

D. It should be based on the needs and wishes of the members, the organization, the school, and the community.

E. It should represent the thinking and approval of a majority of DECA chapter members.

F. It should present a challenge to its chapter members.

The following steps might be followed in developing a program of work for a DECA chapter:

A. Secure copies of programs of work of other DECA chapters, and review, evaluate, and collect ideas applicable to the chapter.

B. Review last year's program of work. Evaluate the success and failure of various activities and determine how improvements might be made.

C. Select activities from previous year's that will be included in this year's program of work and add new items suggested by the membership.

D. Choose a few activities that will definitely be undertaken, for example:

   1. Employer--employee banquet

   2. Professional chapter meetings

   3. Creative marketing project

   4. Civic project

E. Develop a list of possible alternatives, for example:

   1. Open House

   2. Fashion Show

   3. TV and Radio Shows

   4. Guest Speakers

   5. Field Trips

F. Appoint a program of work committee and provide copies of information gathered and discussed. This committee should make additional inquiries, study suggestions submitted, and establish a tentative program of work.

G. The program of work committee should report to the chapter, discuss their tentative program, revise it if necessary, and provide copies of the completed program of work for distribution.

H. The chapter should then implement the program of work by assigning duties and continually evaluating progress.

I. Suggested chapter activities that might be a part of the program of work are as follows:

1. Select a DE Training Sponsor/Employer of the Year as the person in your community who has contributed most to your class-chapter activities.

2. Select an outstanding DE graduate as DE Alumnus of the Year for the graduate who has contributed most to your class-chapter activities during the immediate past year.

3. Hold an Employer-Employee Banquet where chapter members honor employers and students.

4. Utilize your Advisory Committee for class-chapter projects and problems.

5. Build a DECA Chapter Library on methods, projects, and ideas of good club operation. This could include materials on any student organization--not just DECA.

6. Offer your talents to civic organizations. Contact each civic organization program chairman to explain the DE-DECA story and its role in your community and school.

7. Survey for scholarships from your community or state. Many individuals and/or organizations are willing to assist young persons in furthering their educational effort. This is an excellent chapter-class project for each individual's benefit and will provide your coordinator ammunition for attracting high caliber students to the DE programs.

8. Develop a savings plan for use by chapter members or entire student body. Bankers or advisory committee members will give good direction on this project.

9. Request state officers to attend your chapter meeting at least one day early and make a personal appearance tour of the community where the meeting is being held, including leading merchants, newspapers, radio, television, and other points of interest.

10. Encourage students to participate in civic programs. A good rule is never use an adult when a student can do the job. This is an excellent training medium and gives good leadership experience.

11. Use door prizes to stimulate membership attendance and promptness at meetings. The prizes need not be elaborate.

12. Subscribe to the Distributor for training sponsors and employers to help build good will and to build a better understanding of marketing and DECA.

13. Keep the sponsors and employers informed of their company's participation in national and state DECA programs.

14. Publish a newsletter - maybe one or two pages monthly, bi-monthly or each semester for distribution to all interested persons, including other school organizations.

15. Try a community betterment project such as a "Slave Day" for the United Fund, an Easter egg hunt for neighborhood children, or give a Thanksgiving or Christmas basket.

16. Conduct a community marketing research project.

17. Adopt sound fund raising projects to allow your chapter an adequate operating budget.

18. Seek national honor and recognition through participation at state and national conferences; by seeking state or national offices; and by seeing that your chapter news gets to the Distributor.

19. Elect competent chapter officers, who are sincere, optimistic, and good representatives of your organization.

PROGRAM OF WORK FORMAT

A sample program of work format is included on page 10. This form should be duplicated and then completed through the program of work development process. The completed forms may then be duplicated on colored paper (different color for each area--social, civic, etc.), stapled, and given to each DECA member.

DECA
Program of Work
197_ -- 197_

Goals	Objectives	Activities	Starting Date	Completion Date	Person/ Committee in Charge	Budget	Special Consideratio

DISTRIBUTIVE EDUCATION LEADERSHIP PRACTICUM

A Vehicle for Leadership Development and School Credit Through DECA

Many post-secondary distributive education instructors express a need to have the students be able to earn credit for the leadership development activities received through participation in DECA. The rationale is that DECA is a vehicle for the students, and student outcomes are directly related to the career objective of each individual involved in the program.

Instructors also recognize that in order to have DECA (and other vocational student organizations) students receive credit, a course structure must be developed. The goals, objectives, course outline, and course approval guidelines that follow set the framework for this recognized and approved leadership development program but do not limit the activities or purpose of DECA. The document that follows was prepared by and for community college personnel. It can easily be adapted to the AVTS programs.

DISTRIBUTIVE EDUCATION LEADERSHIP PRACTICUM COURSE GOALS

1. LEADERSHIP--Develop influentially effective, competent, self-reliant and industrious leadership in business.
2. COMMUNITY PARTICIPATION--Develop in students a sense of responsibility and cooperation relating to college, civic and community affairs.
3. SELF-IMPROVEMENT--Develop in students social skills relating to personality, human relations, personal assessment and emotional stability.

*COURSE OBJECTIVES

(related to the above goals)

1. LEADERSHIP--The student will be able to:
    - 1.1 make acceptable decisions in individual or group situations.
    - 1.2 conduct and participate in an effective meeting in accordance with rules of order adopted by the group.
    - 1.3 demonstrate creative thinking individually or within groups.
    - 1.4 plan, organize, and direct a workshop, conference, convention, or other group activity.
    - 1.5 demonstrate effective transmittal of ideas and information through writing and speaking.
    - 1.6 demonstrate effective reading and listening techniques.
    - 1.7 establish measurable goals, objectives, and evaluation techniques for individual and group activities.

*Workshop participants agreed that objectives should be reasonably specific, but would not necessarily have to be performance oriented, i.e., absolutely measurable. For those community colleges and AVTS's requiring performance stated objectives, it will be necessary to do some additional editing and rewriting.

1.8 apply the basic principles and techniques of management, including planning, directing, controlling, organizing, reporting, and budgeting.

1.9 demonstrate qualities of leadership through competent participation, cooperation, and responsible self-reliance.

2. COMMUNITY PARTICIPATION--The student will:

2.1 become a contributing member of the chapter, school, and local community.

2.2 enter into dialogue with appropriate professional groups.

2.3 apply and maintain public relations which will contribute to a positive image toward self and group.

2.4 demonstrate an appreciation for the value of ethical business practices in the American economic system.

2.5 develop an appreciation for the importance of developing and maintaining better understanding between business and consumer.

3. SELF-IMPROVEMENT--The student will:

3.1 demonstrate in a variety of situations capacities, self-motivation, including self-discipline, and responsibility.

3.2 apply the principles of effective human relations in group interaction and in dealing with others.

3.3 demonstrate a sense of importance about self-assessment and self-improvement.

3.4 be aware that competition exists in the American economic system, and accept the challenge to work in that environment.

3.5 be aware that attitudes are equally as important as knowledge and skills in the interaction in various roles of life.

3.6 have pride and exhibit professionalism in his/her chosen occupation.

DISTRIBUTIVE EDUCATION LEADERSHIP PRACTICUM

Course Number________

Credit______________

Class Hours__________

Date________________

School:

Outline Developed By:

Type of Program:

Course is designed primarily for occupational preparatory students in post-secondary distributive education curriculums. While the course outline and description tend to indicate a typical classroom/hour approach, the intent is to provide a vehicle for providing leadership instruction through Junior Collegiate Distributive Education Clubs of America (DECA) activities not necessarily on a rigidly scheduled basis.

Course Description:

This course is designed to develop in students leadership qualities, provide opportunities for student community participation, and provide a setting for self-improvement by students in conjunction with business student organizations.

Course Goals and Objectives:

See attached list of goals and objectives.

Length of Course:

One to four semesters depending on students' interests and career goals and objectives.

Prerequisite:

Concurrent enrollment in an appropriate curriculum or instructor approval.

Required Tests and References:

Student organization handbooks and others as designated by the institution.

CLASS OUTLINE

TOPICS

(Approximate Time Not Predetermined)

1. LEADERSHIP

A. Decision Making

    1. Individual
    2. Group

B. Meeting Conduct

    1. Parliamentary Procedure
    2. Conference Leadership
        a. Planning
        b. Organizing
        c. Directing

C. Creative Thinking

    1. Individual
    2. Group

D. Communications

    1. Writing
    2. Speaking
    3. Listening
    4. Reading

E. Goals and Objectives

    1. Establishing
    2. Measuring

F. Management Principles and Techniques

    1. Planning
    2. Organizing
    3. Directing
    4. Controlling
    5. Reporting
    6. Budgeting

G. Leadership Qualities

    1. Participating Leadership
    2. Cooperating Leadership
    3. Responsible Self-Reliance

II. COMMUNITY PARTICIPATION

A. Participation

    1. Chapter
    2. School
    3. Community

B. Professional Organizations

C. Public Relations

    1. Self
    2. Group

D. Ethics

E. Business/Consumer Relationships

III. SELF-IMPROVEMENT

A. Self-Motivation

    1. Self-Discipline
    2. Responsibility

B. Human Relations

    1. Group Interaction
    2. Interpersonal Relations

C. Self-Assessment and Improvement

D. Competition

    1. Elections
    2. Competitive events
    3. Life

E. Attitudes

F. Professionalism and Pride

    1. Self
    2. Occupation

KEY RECOMMENDATIONS AND SUGGESTIONS FOR DISTRIBUTIVE EDUCATION LEADERSHIP PRACTICUM

Course Title:	Distributive Education Leadership Practicum (course is primarily the application of principles although the learning of principles is not ruled out).
Class Meetings:	One class of one hour per week.
Sections:	One separate section for each student organization utilized.
Class Numbers:	Suggest a different number for each semester up to a maximum of four semesters.
Maximum Credits:	Four semester credits for two years or four semesters of participation.
Grading:	Suggest pass/no pass or letter grade
Open Entry/Exit:	Determined by institution

MISCELLANEOUS INFORMATION

A suggested approach for organizing for instruction

The course goals and objectives, description and course outline provide clues to the subject matter. In preparing materials, it is suggested that a worksheet similar to the one on the following page be used. The course goals are shown along with objectives. The middle column provides a space for noting the knowledge requirements which in your view are necessary to make available to the student if he is to achieve the objectives noted. The right hand column is for listing resources known to you to be effective and activities suitable for students to work on. All activities should be related to the course objectives. A coding system to help keep track of diverse activities is also recommended. A sample of one approach in using the information provided is shown on the worksheet.

DISTRIBUTIVE EDUCATION LEADERSHIP PRACTICUM

PLANNING WORKSHEETS

1. LEADERSHIP: Develop influentially effective, competent, self-reliant and industrious leadership in business

OBJECTIVES	KNOWLEDGE REQUIREMENTS	RESOURCES AND ACTIVITIES
1.1 Make acceptable decisions in individual or group situations. (an alternative in performance terms)	knowledge of hypothesis (solution) testing, etc.	*Primer in Supervisory Management*, McCullough and Fryett; Kendall/Hunt Publishing Company, 1973
1.2 Given information relating to the assignment of developing a consensus based set of purposes for an organization, the student will organize and lead a meeting of individuals to that end and produce a written report indicating the results.	knowledge of parliamentary procedure. knowledge of how to prepare an agenda, etc.	Participate in DECA Management Decision Making competitive event *Robert Rules of Order Revised* Organize a committee to develop a program of work

SECTION X
EVALUATION, FOLLOW-UP, AND PLACEMENT

CONTENTS

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EVALUATION OF THE PROGRAM

Evaluation is an important aspect of the post-secondary distributive education program. It is recommended that evaluations be conducted annually by the school director, advisory committee, teacher-coordinator, employers, and students.

The purposes of each evaluation are as follows:

1. The director evaluates the instructor and instruction in terms of the objectives of the program.
2. The advisory committee evaluates the program in terms of general reaction of the firms to the teacher-coordinator's role, the instructional policies, the placement policies of the school, and the distributive education program in general.
3. The teacher-coordinator evaluates the program in terms of total program goals and objectives. This evaluation reflects on personal input as well as input from the school and community.
4. The employer and/or training sponsor evaluates the coordinating teacher in terms of how responsibilities are fulfilled. The training sponsor will evaluate the knowledge and performance of the students. This evaluation will help the teacher-coordinator identify the shortcomings of the program so that improvements can be made.
5. The student evaluates the program in terms of the value of the training obtained on the job and in school. The student will be asked to evaluate the subjects taken in school and to indicate which subjects in the curriculum were most valuable and which subjects might be improved or altered.

AN APPROACH FOR EDUCATIONAL EVALUATION

Introduction

The following "Model for Education Evaluation" can serve as the basic framework for conducting pre-project local needs assessments, and as a general outline for self or outside evaluation of projects and programs.

Local administrative and instructional personnel should be provided a basic orientation to the assessment-evaluation process. Emphasis of such orientation would center on staff involvement in the planning and evaluation processes, with special attention to identifying visible indicators of present educational program status, plus identification of "objective indicators" of project process and product outcomes stated in both student and program terms. Local self-evaluation instruments can also be utilized as supplements to this model.

I. Rationale for an Evaluation Design

The rationale for the design of this evaluation model results from some new assumptions and is based on requirements for decision making within educational systems. The judgments which are the products of evaluation efforts are considered to be the precursors to decision making.

Evaluation can no longer be focused entirely upon the student and his behavioral change. It must provide insights about methods, curriculum, facilities or materials needed for decision making.

It must be done by teachers, administrators, supervisors, curriculum makers, and others in an educational system, and not exclusively by evaluation technicians or others not involved with decision making.

Effective evaluation is necessary if we expect responsible decision making to follow. Such evaluation depends on adequate description of the elements of the problem by the gathering and presentation of relevant information. The sources and types of this information should be determined by the decision maker. The amount of information should be only that considered essential to evaluation at the particular level in the system where the evaluation will be made.

An effective evaluation design may be developed on the basis of the following assumptions:

A. That the quality of educational programs depends upon the quality of educational decisions about and in those programs.

B. That the adequacy of decisions depends in large measure upon the ability of the decision maker to accurately perceive the elements of a situation, and to make responsible judgments based on this perception.

C. That making sound judgments requires timely access to information that adequately describes or defines the elements of the decision situation.

D. That the gathering and presentation of information is considered to be an activity preceding evaluation, and is not in itself evaluation.

E. That the availability of information for evaluation demands the early identification of specific information requirements and the presentation of the necessary information to decision makers in usable form.

F. That the nature of decision making varies greatly with positions in the educational hierarchy. Likewise, the nature and quantity of information required to render judgments varies accordingly.

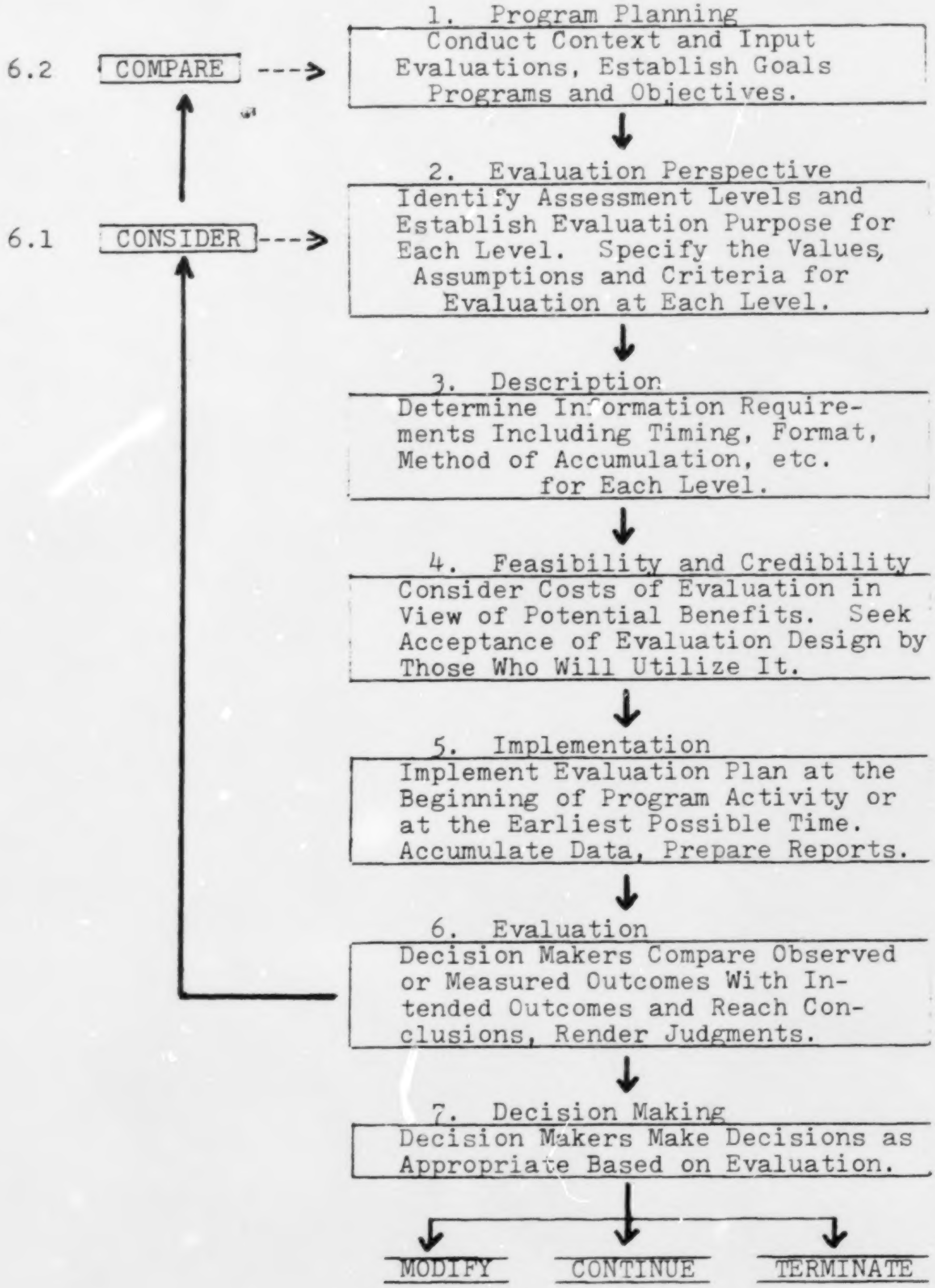
G. That evaluation is an integral part of planning. Consideration of evaluation design should begin concurrently with the beginning of program planning.

H. That there should be moderate concern with consistency of an evaluation design, with scientific method, or principles of research design. A test of the evaluation model should be based on the extent to which it facilitates necessary educational decision making in each situation where applied.

II. A Model for Educational Evaluation

The model on page 184 is based on the assumptions listed above, and consists of seven major parts.

A BASIC EVALUATION MODEL



1. Program Planning
Conduct Context and Input Evaluations, Establish Goals Programs and Objectives.

2. Evaluation Perspective
Identify Assessment Levels and Establish Evaluation Purpose for Each Level. Specify the Values, Assumptions and Criteria for Evaluation at Each Level.

3. Description
Determine Information Requirements Including Timing, Format, Method of Accumulation, etc. for Each Level.

4. Feasibility and Credibility
Consider Costs of Evaluation in View of Potential Benefits. Seek Acceptance of Evaluation Design by Those Who Will Utilize It.

5. Implementation
Implement Evaluation Plan at the Beginning of Program Activity or at the Earliest Possible Time. Accumulate Data, Prepare Reports.

6. Evaluation
Decision Makers Compare Observed or Measured Outcomes With Intended Outcomes and Reach Conclusions, Render Judgments.

7. Decision Making
Decision Makers Make Decisions as Appropriate Based on Evaluation.

A description of parts of the evaluation model follows:

A. Educational Planning

Evaluation strategy is an integral part of educational planning. The ability to evaluate depends directly on the adequacy of overall planning within a given system.

B. Evaluation Perspective

It is essential that evaluation designs give consideration to the differences in the roles of various decision makers in an educational hierarchy and the different types of decisions they are responsible for making at each level.

Although decision makers at several levels might have a need for evaluation of the same program, the types of decisions they will be making as a result will vary greatly and likewise the types of information needed for evaluation will vary.

1. Establish assessment levels

Identify the individual decision makers who want to evaluate various aspects of a given program and insure that each perceives the decision making responsibilities in proper relationship to others, and that this perspective is consistent with the concepts and terms employed in program planning.

2. Specify evaluation purpose for each level

Determine what is to be evaluated by each of the decision makers involved. Recognize that a decision maker at one level might have a different purpose for evaluation of a given program than one at another level.

These purposes might stem from a wide variety of needs for evaluation, but will generally fall into two categories:

a. Need to evaluate educational processes.

b. Need to evaluate educational products.

It is evident that many of the problems relating to evaluation efforts in the past stem directly from a lack of clarity on the purpose that each decision maker has for investing resources in evaluation.

3. Identify values, assumptions and assessment criteria

Many factors can have meaning in the process of rendering judgments about education. It is impossible to consider all of them, but the validity of evaluation will relate directly to the success the evaluator has in identifying and giving appropriate consideration to them in the evaluation process.

Such factors might originate with the decision-maker or be imposed by a higher authority within the educational system.

They might result from economic, cultural, political, or social conditions in the educational environment.

They might originate as conditions of a contract or grant that provides funds or other resources and calls for a specific educational result.

The definition of such criteria in advance of an evaluation effort will enhance the rationality of the evaluation and improves its validity.

C. The Description Process

Securing, organizing, recording, and reporting of information are all important activities that should precede evaluation. This process is perceived by some authors and practitioners as being the evaluation itself. The definitions upon which the suggested evaluation model was based identify evaluation as the process of making judgments. Information is necessary to describe that which is to be evaluated.

1. Determine information requirements at each level

At each decision making level a determination must be made as to precisely what information will be useful in making judgments. The temptation to accumulate and process large amounts of data should be avoided.

2. Determine timing requirements for data

A common view of evaluation is that it occurs only after a program is over. The proposed model advocates that a continuing process of evaluation occur and that the timing of feedback be made at critical points in the program process.

3. Select formats and design instruments

After information requirements are established, forms and procedures must be developed to facilitate the process of information gathering.

4. Provide for information processing

Decisions must be made as to where information will be accumulated, how it will be organized and in what form it will be presented to the decision maker.

D. Feasibility and Credibility of Evaluation Design

1. Cost-benefit analysis

Before implementating a comprehensive evaluation system, a review of the costs involved in planning and operating the system should be made by the responsible administrator. These costs should be examined in light of the anticipated benefits to insure that the expense is justified.

2. Acceptability to decision makers

If the decision makers who will be doing the evaluation have been appropriately involved in the planning of the evaluation scheme, they are more likely to accept it and consider it to be a credible approach.

If they do not agree with the philosophy upon which the design is built or they take exception to the methods employed, the evaluation system will not be effective.

E. Implementation of Evaluation

The evaluation process should begin simultaneously with the initiation of a program. As activities begin so should the process of description begin.

Essential information requested by decision makers should be fed back at pre-determined times. This will permit judgments to be made early in the life of a program concerning its effectiveness.

If, as often happens, evaluation planning is overlooked until a program is well under way, the procedures described in parts A through D above still apply and should be followed as closely as possible.

Information feed-back should be begun at the earliest possible time in order to derive maximum benefit from the evaluation effort.

F. Evaluation

Evaluation is defined, for purposes of this model, as being the process of rendering judgments about education.

It is extremely important at this point to be sure that only those judgments considered to relate directly to the success of a program or an activity be involved.

It is essential that the types of assessments made are consistent with the roles of the persons in the educational hierarchy who are making them.

1. Review data fed back through the information system concerning actual activities of a program. This might include information on apparent outcomes, observations or measured results.

2. Consider the assumptions, values, standards and other performance criteria that have been established as guidelines for evaluation.

3. Compare the observed outcomes to the intended outcomes which were prescribed in the planning stage. Reach conclusions or render judgments about program effectiveness.

G. Decision Making

The entire investment in evaluation will be wasted unless some action follows the evaluation.

It is not sufficient to know that an activity is either productive or unproductive. If a decision maker, through the evaluation system, determines that the selected program design is not producing the desired outcome, that person is faced with a decision situation.

If results should appear to be consistent with predictions at an assessment point, the decision maker would presumably decide to continue as planned. Often this decision is so automatic that it is not recognized as decision making.

The choices available to a decision maker at each assessment point center around three basic options.

1. Decision to continue. A program or activity as conducted is producing or has produced the desired results. Continue as planned or repeat if needed.
2. Decision to modify. Changes are necessary because of new problems, ineffectiveness of activities, etc. Feed-back data should suggest nature of change required.
3. Decision to terminate. Because of changes in the educational environment, ineffective educational processes, unavailability of key resources or other problems, a decision maker might be compelled to decide to discontinue a program or an activity.

PLACEMENT AND FOLLOW-UP REQUIREMENTS FOR APPROVED VOCATIONAL EDUCATION PROGRAMS

The product of a Vocational Education program is an employable person prepared to enter the occupation for which he/she is trained. The success and quality of a vocational program can be determined by what happens to the students leaving the program. Certain minimum standards for student placement have been established and are utilized in the State of Kansas. The standards that follow were taken from the State Department Planning Handbook of 1976. The reader should be sure that the most recent information is inserted in this section.

For approved vocational programs with students classified as post-secondary or adults, the successful placement for these students will be 75% or above. Those preparatory vocational classes designed for adults will report placement. Successful placement of a vocational student is defined as:

1. A student placed either before or after graduation in employment that requires a majority of the skills taught in the training program.
2. A student who either before or after graduation enters advanced training in a vocational or educational program of less than a baccalaureate degree that is directly related to the previous vocational program. An exception to this restriction is if the degree training leads to a vocational teaching position.
3. Those students graduating or leaving the vocational program for a military commitment will not be included in the placement count, and will be listed as "Not Available for Placement."

4. Those students who because of pregnancy elect not to accept employment will not be included in the placement count.

5. Those students, who because of their temporary disability to take immediate employment, will not be included in the placement count until such time as they are physically able to seek employment.

Student inclusion: (a) Pre-vocational classes must meet these standards. (b) All students enrolled in a vocational program for 30 days after the start of the program will be counted in the placement and follow-up report, but only those students who graduate or leave prior to completion with marketable skills will be counted in the established minimum standards for placement.

Placement information will be reported on the status of students as of the week nearest February 15, following the fiscal year in which the student completed the vocational program. The actual report will be due in the State Office one month after placement status is taken or March 15.

A random sampling of 2% of the vocational students from all approved vocational programs listed on the placement report will be contacted to substantiate these reports.

Vocational programs falling below the minimum placement requirements must justify in writing as to why this condition exists and such justification must be accepted prior to re-approval of that particular vocational program.

The placement record will be used as a factor in the weighting scale for reimbursement of vocational education programs.

SECTION XI
PROGRAM PROMOTION AND PUBLIC RELATIONS

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DISTRIBUTIVE EDUCATION TEACHER-COORDINATOR PUBLIC RELATIONS COMPETENCIES

According to Crawford, the following competencies are needed by the distributive education teacher-coordinator to perform the critical tasks in the public relations function, including school, business, and professional relations and communications:

A. Knowledge

1. Of the purpose and functions of the guidance role in the school.
2. Of the development of the distributive education program at the state and national levels.
3. Of the names and purposes of significant professional associations--local, state, and national education associations and other associations of interest to the distributive education teacher-coordinator.
4. Of types of information about the distributive education program of interest to the public.
5. Of methods of acquainting businessmen, lay people and fellow teachers with the distributive education program.
6. Of media available for use in disseminating information about the distributive education area and program.
7. Of techniques of directing students in providing public information about the distributive education program.

B. Understanding

8. That keeping the public as much aware of the distributive education program as possible creates important benefits for the program.
9. The types of information appropriate and of interest to the readers of local news media and trade and professional journals.

C. Skill

10. Ability to benefit from observing vocational programs of other schools.

11. Ability to prepare and deliver informative and inspirational speeches.

12. Ability to interpret to school administrators and interested persons the progress of the distributive education program.

13. Ability to prepare script for radio and/or television.

14. Ability to participate in extemporaneous discussions.

15. Ability to write news articles for local news media and for trade and professional media.

16. Ability to make sound judgment regarding ethical decisions.

17. Ability to systematically plan, develop, and implement a public relations program.

D. Attitude

18. A belief that all vocational programs have many common goals and problems and therefore require cordial working relationships among personnel in the various vocational services.

19. A belief that a close, cooperative working relationship of the cooperative teacher-coordinator with faculty members and school administrators results in better fulfillment of the purposes of the distributive education program.

20. Recognizes the responsibility to the school administration, the program, and to himself in keeping certain school authorities informed on the progress of the program.

21. A belief that, as a key person in charge of training for the business community, the teacher-coordinator should actively participate in the local merchant's association, chamber of commerce, or other appropriate organizations.

22. A belief that a teacher-coordinator should, in so far as possible, attend trade meetings, exhibits, demonstrations and conferences concerned with his/her occupational areas.

23. Recognizes the need for enrolling in extension and summer school classes for professional development.

24. A belief that the teacher-coordinator has a responsibility to keep informed on technical advances and new methods by reading trade journals and professional publications.

25. A belief that maintaining active membership in professional associations is of value both to the teacher-coordinator and to the organizations.

26. A belief that a teacher-coordinator should set an example of personal work habits and character which students can emulate.

27. A belief that a public program will grow and serve the community and school only if those who are in some way affected are acquanited with it.

28. A belief that the teacher-coordinator as a professional leader in the community should set an example by high ethical standards.

WHY GET INVOLVED IN THE COMMUNITY?

The marketing program in a local school is usually supported by the community when it has faith that the program is providing the kind of education and services it desires. The community supports the vocational program in many ways in addition to tax dollars. Some of these are:

1. Providing co-op work stations.
2. Providing store windows for vocational education promotions.
3. Providing resource persons to help instruction.
4. Providing equipment and materials at reduced or no cost.
5. Providing field trip opportunities.
6. Providing advisory and consulting services.

Members of community organizations, businesses and agencies can not be expected to provide full support and cooperation unless they understand and see value in the aims, purposes, and accomplishments of the marketing program. But how do you know you are developing or conducting a program which the community will find acceptable? You don't unless you have your finger on the pulse of your community. Distributive education instructors must keep in touch with the community to gain the support of organizations, agencies, and businesses. Some ways to become involved in the community are:

1. Serve in community civic, service, and/or social organizations.

2. Serve in professional non-vocational organizations.

3. Provide consultant and resource services to local businesses and industries.

4. Maintain liaison with community professional service, fraternal, social, and religious organizations.

5. Maintain liaison with unions, employers, and employment agencies.

6. Involve marketing students in these activities.

On this last point, how the community reacts to your students can make more difference than almost anything you do. One of the best ways to demonstrate your competence and the quality of your marketing program is to allow the community to see your product in action.

PLAN FOR PROVIDING LIAISON AND SERVICES IN THE COMMUNITY
A CRITERIA CHECKLIST

Directions: Use this checklist to indicate, by check mark, whether or not each item was considered in the plan.

The plan:

1. Is consistent with school policy. ☐
2. Identifies specific community organizations and agencies by name. ☐
3. Names key members of each organization. ☐
4. Describes how these key members will be initially contacted. ☐
5. Describes how these key people will be involved in the activities of the distributive education program. ☐
6. Describes a procedure for identifying ways to provide consultive and resource person assistance with community organizations and business and industry. ☐
7. Describes a procedure for keeping business and industry informed of any new data. ☐
8. Describes ways to find out how to involve students in helping with community organizations and business and industry. ☐
9. Approximates the number of organizational functions which can be attended on a regular basis. ☐
10. Lists community, civic, service, social organizations, and non-vocational professional organizations through which memberships could improve the image of the program. ☐
11. Describes a procedure for informing employment agencies of the program graduates. ☐
12. Describes a procedure for obtaining current information from employment agencies about job openings. ☐

SELF-EVALUATION FORM
FOR IDENTIFYING KEY ORGANIZATIONS AND KEY PEOPLE

Write the name of at least one organization and contact person you have identified for each organization category.

ORGANIZATION CATEGORY	ORGANIZATION	KEY CONTACT PERSON
Professional		
Service		
Fraternal		
Social		
Business or Industry		
Labor		
Employment Service		

ACCEPTING GIFTS OR DONATIONS

As a distributive education instructor, you may have occasion to accept gifts or donations of supplies and equipment for your program. The following guidelines may help you develop the knowledge and skills to deal with this situation.

1. Always check to see what the school policy is with regard to accepting gifts.
2. The acceptance of gifts and donations should be cleared through administrative channels.
3. Consider the implications of acceptance of a gift. Are there strings attached to the acceptance of a gift? Will program objectives have to be changed in order to use a gift? Is a change in program justified by the gift?
4. The gifts should be usable and practical. The use of the gifts or donations of supplies and equipment should be predetermined.
5. Records of gifts and donations need to be kept.
6. The gifts should be acknowledged and, if appropriate, public recognition given.

The gifts must be acceptable within the framework of school policy and should contribute to program objectives.

SERVING THE LOCAL COMMUNITY AS A CONSULTANT AND RESOURCE PERSON

What is a consultant or a resource person? Some people would say that they are two titles for the same role. Others would say a consultant primarily assists with the process of solving problems. Usually this is a person without administrative authority and who is called in to help in improving a program. A resource person primarily provides data. This person has special knowledge and makes contributions from this area of expertise.

The distributive education instructor, because of training, background, and breadth of contacts, is in a unique position to serve both roles when providing service to the community. The instructor may be more of an expert than many community people. As a consultant in a third party position, the individual could be more objective than others with vested interests.

Distributive education instructors often have access to information and resources not available to local individuals and organizations. With institutional connections, a broad base of contacts, and as a generalist with an overview perspective, the instructor can locate resources and see broad implications.

What are some of the ways consultants and resource persons serve their community?

Consultants:

1. Help identify problems
2. Suggest procedures for working on problems
3. Assist in locating resources and specialists
4. Encourage further study if more data is needed
5. Help prepare data gathering instruments
6. Help interpret information

Resource persons:

1. Can supply up-to-date information
2. Suggest specific resources and specialists
3. Give talks to local groups

Many distributive education instructors have found benefits in working with community groups and they budget their time for it. These teachers are either sought after or seek opportunities to serve. Often they see a need and volunteer to help. Serving the community as a consultant and resource person can be a part of every distributive education instructor's role in the community.

HOW TO IDENTIFY COMMUNITY ORGANIZATIONS, BUSINESSES, AND AGENCIES AND THE KEY CONTACT PEOPLE IN THEM

Every community has organizations that are active. They can be identified in the news media, in the regular course of your work, and through people you know socially and professionally. Often you won't personally know people in these organizations, but if you have common interests and don't hesitate to call these people, you can find rich rewards for your school community relations program.

By scanning the newspaper you can discover individuals within organizations that are sharing concerns similar to your professional concerns. For example, a local employer who is reported in the paper to have said there is a need for more and better prepared people in your field can be invited to visit your facility or speak at an advisory committee meeting.

During the first month or two in a new teaching position, a distributive education instructor can inquire about social and professional organizations in which membership could be mutually beneficial. Careful questioning about past activities will give even a relatively inexperienced teacher an indication of which organizations will be most appropriate.

The yellow pages in the telephone book contain names of local businesses. A careful search of those categories in the marketing fields can give you a list of related businesses. A phone call can set up an appointment for a visit in the key person's office or an informal visit over a cup of coffee.

If a community survey has been conducted in your community this could provide you with a rich source of names and organizations.

PREPARING DESCRIPTIVE MATERIAL FOR A BROCHURE

Brochures are commonly used tools for information and public relations purposes in the distributive education program. Brochures have the advantages of low cost, less preparation time, and short and to-the-point messages. Their smaller size makes it necessary for you to eliminate non-essentials from your message.

You should consider the following points when preparing a brochure.

1. Identify your audience or public.
2. Identify the purposes and objectives of the brochure.
3. Use words people will understand.
4. Structure the message to interest the reader.
5. Include realistic and interesting drawings and photos.
6. Lay out an attractive and easy-to-follow arrangement.

Brochures generally have more appeal when a color of ink is used other than black. Choose colors that are legible as well as appropriate--such as school colors or DECA colors. Two or more colors add appeal, but the extra cost may be hard to justify. Colored paper can be used at little extra cost. Note that the cover of a brochure has a function differing from the pages within. The cover should be attractive, colorful, and appealing.

Attractive, effective brochures are prepared with spirit duplicators, mimeograph machines, offset duplicators, or printers. You communicate to the printer the way you want your brochure to appear by preparing a dummy. A dummy is a same size "model" of the way the brochure will look. Large print is usually sketched in position and pictures are blocked in and often roughly sketched in position. The position of small type copy is blocked in and sometimes typed copy is pasted in the space.

The audience must feel an urgency to pick up the brochure and look inside. A brochure that never reaches the eye cannot possibly engage the brain where judgments and decisions are made.

EVALUATING BROCHURE PREPARATION AND DISTRIBUTION
A CRITERIA CHECKLIST

Directions: Complete the following checklist based on the evaluation of the final layout for the brochure (or the brochure in its final printed form). Place a check in the appropriate column to indicate the level of accomplishment of each of the following:

Rating Scale
1=Partially completed
2=Complete or adequate
3=Not completed or not adequate

	Rating		
	1	2	3
Part I			
1. Were the needs and purposes for the brochure established?			
2. Were students, teachers, supervisors, and school administrators involved in preparing the descriptive materials about the program?			
3. Was assistance obtained from competent people in preparing an attractive layout?			
4. Were printing arrangements made?			
5. Were distribution arrangements made? (Must consider persons, organizations and agencies the brochure is to go to and how it is to get to them.			
Part II			
1. Is the brochure neat?			
2. Does the brochure attract attention?			
3. Is the layout suitable for the program described in the brochure?			
4. Do illustrations enhance rather than detract from the message?			
5. Are major selling points emphasized?			

	Rating		
	1	2	3
6. Is the brochure timely?______________			
7. Does the brochure appear to be unique, rather than another look alike?______________			
8. Does the brochure create a desire to learn more about the program?______________			
9. Does the brochure accurately describe the program?______________			

Part III Comments and/or recommendations

SUGGESTIONS FOR PREPARING A PRESENTATION

Here are two key procedures for making a good presentation:

--Decide in advance what you want to accomplish.

--Adapt to the audience's interest.

What Do You Want From Your Audience?

If you want to convince your audience, the action wanted is agreement. Suppose you want to convince local businessmen of the value of the distributive education program. Show them how distributive education personnel from your program will benefit them.

Perhaps you want to stimulate action. You must not only convince your audience, but also get definite, observable action. For example, not only do you want to convince the businessmen of the value of the distributive education program but also get their support for placement or other program activities.

If you are planning to inform the audience, the reaction you want is clear understanding. If, for example, you want them to understand what the distributive education program is trying to accomplish, then your presentation probably ought to provide plenty of opportunity for questions. Questions can provide you with an indication of how well they understand and can help you clear up misunderstandings.

Adapt Your Presentation to the Audience

You have a major reason for talking to local groups. Thus, you need to show how your topic concerns each individual or the group as a whole.

Adaptation not only involves the major approach to your audience but also selecting the appropriate subject matter and supporting material. Consider the group's attitudes. These attitudes will influence acceptance of your ideas.

How can you get information about your audience? Members and officers can give you this information. If you have been invited to speak, then question the individuals. Literature and other official publications can help. It might also be beneficial to attend a meeting.

Thoroughly Prepare

Preparation is the best fear reducer. To improve your confidence, preparation must extend over several days--two or three days at least. The presentation should be entirely completed the day before it is to be given.

When you have completed the first steps--clarifying the purposes and analyzing the audience--you are well on the way, but here are some additional steps to make the presentation better.

Get the Listener's Attention

There are various ways: ask a question, make a startling statement of fact or opinion, use a quotation, recite a humorous incident or relate the occasion to your topic.

Give Your Audience the Facts

Divide your presentation into two, three, or four main points. This is the essential data needed by each member of the audience if your purpose is to be achieved. Then show proof of your statements by logic, reasons or opinions of authorities. You must demonstrate that what you want from your audience helps them get what they want or avoid something they don't want.

End by Stressing the Purpose of Your Presentation

In the conclusion you don't want to leave any doubt about what action you desire from the audience. Focus on the ideas developed in the main points.

Conclusions can end with a summary, challenge, appeal for action, quotation, story, illustration, or statement of personal intention. If you don't have an answer to a problem and want the audience to think about a solution, you could finish with a question or statement of the problem.

Selection of the Title

This can come after you have prepared the presentation. Often a catchy title will come to you while you are writing or talking to someone about your presentation. Make the title relevant, original, brief, and provocative.

Enthusiasm is Contageous

The biggest asset to your delivery is your enthusiasm and concern about the topic. If you are enthusiastic and concerned and show it, the audience will be with you.

BETTER SPEECH TECHNIQUES

How well do you speak? Try this. Have a friend rate you with the following checklist. Ask the person if you:

--slur your words

--have lazy lips

--mumble

--lack articulation

--talk in a monotone

--need to speak up

--need to be more forceful

--need inflection

--pronounce words carelessly

--need to talk louder

--talk too fast

--talk too slowly

--read mechanicly

--sound unenthusiastic

--sound interested in the subject

--sound like you are dictating a letter

--give the impression of uncertainty

--produce lip noise

Usually much attention is given to WHAT is said but little to HOW it is said. If the analysis above indicated you need work on your speech habits, then this information sheet is for you.

Your first step--become more speech conscious. Listen to yourself on a tape recorder. Listen to some of the better radio announcers. Develop an idea of what you would like to sound like. Vowel sounds--sound of maximum resonance--determine the quality of speech. However, unintelligibility is generally caused by not articulating the consonant sounds. For example, in the statement, "I took a pitcher/picture.", was a container for liquid or film involved? The word "hunting" often comes out "hunding" when the "t" degenerates into a grunt. Working on the pronounciation of vowels can improve the sound quality of your speech and improving the articulation of consonants can improve the clarity of your speech.

Breath control will give support to your voice. It involves abdominal rather than diaphram breathing. Shallow or diaphram breathing results in jerky speech with usually thin or harsh vowels.

Ultimately, it's your feeling toward listeners that influences your speech. Fear and warmth each result in different effects on the audience. Whatever you do to improve your confidence and liking for your audience will help you be more successful as a speaker.

Here are the guidelines for better speech:

--Develop an ear for speech sounds.

--Listen critically to good speakers to see what is possible.

--Listen critically to yourself to see how you measure up.

--Experiment with your own vocal output.

--Repeat improvements in your speech until the improvements become habit.

PUBLIC RELATIONS SELF-CHECK

RATE YOUR PUBLIC RELATIONS so that you can take an inventory of accomplishments and progress in your public relations activities. Here is a checklist of necessary contacts for all vocational education personnel. Fill in your special publics at the bottom, so that the list fits your own particular situation, and rate yourself periodically.

	ACTIVITIES							
DATE								
PUBLICS								
Students								
Alumni								
Student Clubs/Organizations								
Fellow Teachers								
Guidance Personnel								
Supervisors								
Administrators								
Educational Associations								
Civic Groups								
Social and Fraternal Groups								
Service Clubs								
Chambers of Commerce								
Farm Associations								
Trade Associations								
Labor Organizations								
Employment Agencies								
Businessmen's Organizations								
Businesswomen's Organizations								
Merchants' Groups								
Employers								
Advisory Committees								
Federal Agencies								
Legislators								
Newspaper Staff								
Radio and TV Station Staff								
Magazine Editors								
Other Special Publics								

PROCEDURE FOR CONDUCTING AN IN-PERSON SURVEY

A. Making Appointments

1. Obtain an Interview

   You should attempt to obtain an appointment for an interview with the first call. If this is not possible, make an effort to arrange a convenient appointment at some time in the immediate future.

2. Contact Employers

   The first impression you make on the employer is very important. The impression made will create a mental set affecting receiving the interviewer and the survey. Regardless of how the initial contact is made, you should make the employer feel that you are doing an important job, and that the employer is an important element in that job. It is important that you create an atmosphere of easy two-way communication on the initial contact. The following elements of the in-person contact are important to the success of the interview:

   --Introduce yourself and state the reason for the contact.

   --Explain who is conducting the survey.

   --Describe the purpose of the survey.

   --Explain the procedures used to select the employer.

B. Use the Questionnaire During the Interview

The questionnaire is the basic tool by which information is collected. Therefore, its proper use is important.

1. The Questions Must Be Asked Precisely As Specified

   The major reason for using a prepared questionnaire is so that no matter who administers the questions, the results will be comparable.

2. Questions Must Be Asked in the Order Presented on the Questionnaire

   The sequence on the questionnaire may be structured to provide a continuity between questions and to facilitate the interviewer's task. Another sequence may be designed to obtain certain information or establish a particular atmosphere. A departure from the established sequence could result in misleading information.

3. Every Question Must Be Asked

   The only exception to this guideline is when a contingent question is built into the questionnaire. These are questions asked when a particular answer has been given to a preceding one.

4. Questions Which Respondents Hesitate or Refuse to Answer Initially Must Be Handled Tactfully in Order Not to Destroy Rapport

   When an interviewer comes to a question believed to be sensitive, no hint of this should be reflected to the respondent. The question should be asked in a natural, matter-of-fact manner. If the respondent hesitates, excessive pressure should not be applied, since answers so obtained are not worth the loss of rapport.

5. The Questionnaire Must Be Used Informally and With Ease

   Questionnaires are scientific instruments and should be used with preciseness. Respondents should not, however, be given the uncomfortable impression that they are being tested or investigated. Do not make the respondent feel self-conscious. Use the questionnaire in an easy-going manner. This can be achieved through repeated practice before going into the field for interviews.

6. Rapport Must Be Maintained Throughout the Interview

   When rapport is threatened, for a variety of reasons, the interviewer should take time out from the predetermined line of questioning to re-establish or strengthen rapport.

7. Closing the Interview

   Thank the respondent for participating in the survey. Leave the person with the feeling that the interview has been a pleasant and interesting experience. The interviewer will partly determine the reception received on subsequent surveys.

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